DOCUMENT RESUME

ED 353 478 CE 062 973

TITLE	Orientation to Health Occupations: Year One Curriculum Guide.
INSTITUTION	Idaho State Dept. of Education, Boise. Div. of Vocational Education.
REPORT NO	Vo-Ed-126
PUB DATE	92
NOTE	112p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Allied Health Occupations Education; Anatomy; Behavioral Objectives; Career Awareness; *Competency Based Education; Emergency Programs; *Employment Potential; Ethics; Health Education; Health Occupations; *Health Promotion; High Schools; Laboratory Safety; Leadership; Medical Services; Mental Health; Nutrition; *Occupational Safety and Health; Sexuality; State Curriculum Guides; Stress Management; Vocational Education
IDENTIFIERS	Idaho; Universal Precautions

ABSTRACT

This Idaho state curriculum document for the first year of the secondary educations health occupations program contains the following introductory material: (1) a description of the program design; (2) a list of first-year areas of competency; (3) a foundation and job-readiness skills task list; and (4) a core curriculum task list. The curriculum guide consists of performance objectives, tasks, and enabling objectives on 15 topics: (1) introduction to the health care industry; (2) medical terminology; (3) career awareness; (4) anatomy and physiology; (5) universal precautions; (6) growth and development; (7) human sexuality and family life; (8) wellness: healthy life practices (including health care consumer and health care worker, nutritional health and fitness, environmental health, mental and emotional health, substance use and abuse, and personal plan for healthy living); (9) communications in health care; (10) legal and ethical responsibilities; (11) safety in health care; (12) emergency procedures; (13) leadership and followership; (14) job-seeking/keeping skills; and (15) body mechanics and body kinetics. Other contents include the following: 5 textbooks and 13 additional references for year one; 6 textbooks for basic skills for year one; addresses and telephone numbers for suppliers of audiovisual materials; learning categories that vocational education teachers must impart; a proposed model for secondary health occupations; and options for program delivery. Appendix A contains checklists for demonstration of basic skills related to units 5, 12, and 15 of the guide. Appendix B contains masters for handouts and other worksheets. Appendix C contains information related to Idaho requirements for students to receive health education credit. (CML)

Vo. Ed. #126

Curriculum Guide for ORIENTATION TO HEALTH OCCUPATIONS YEAR ONE

ED353478

Invest in Success

IDAHO VTE VOCATIONAL TECHNICAL EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T Anderson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

STATE DIVISION OF VOCATIONAL EDUCATION

1992

CE062973

BEST COPY AVAILABLE

Vo.Ed. #126

HEALTH OCCUPATIONS FOR SECONDARY SCHOOLS

Year One

STATE DIVISION OF VOCATIONAL EDUCATION

1992

Idaho State Board for Vocational Education

Karl Shurtliff, President
Boise

Keith Hinckley
Blackfoot

Roy E. Mosman
Moscow

Rayburn Barton
Boise

Diane Bilyeu
Pocatello

Roberta L. Fields
New Meadows

Colleen Mahoney
Lewiston

Joe Parkinson
Boise

Jerry L. Evans
Boise

Trudy Anderson, State Administrator
Division of Vocational Education

The Idaho Division of Vocational Education is an equal opportunity employer and does not discriminate or deny services on the basis of age, race, religion, color, national origin, sex and/or disability.

TABLE OF CONTENTS

Introduction to Secondary Health Occupations v

Year One Areas of Competency vi

Foundation and Job Readiness Skills Task List 2

Core Curriculum Task List 4

Curriculum Guide, Orientation to Health Occupations 9

Textbooks Recommended For Year One 28

Additional References for Year One 28

Textbooks For Basic Skills For Year One 30

Additional Resources 31

Learning Categories That Vocational Education Teachers Must Impart 43

Proposed Model For Secondary Health Occupations 44

Options For Program Delivery 45

Appendix A: Checklists For Basic Skills 46

Appendix B: Teaching Tools 71

Appendix C: Health Education Credit 85

INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Vocational Education involves the active use of industry personnel. Industry personnel generally comprise the sole membership on Technical Committees which are responsible for the development of Task Lists for each program but the state used postsecondary and secondary instructors as well and industry people on this committee. A Technical Committee Report is prepared on completion of the Committee's assignment. This publication is the Technical Committee Report.

The Task List prepared in the Technical Committee Report reflect the current trends and skills necessary for an employee to: 1) Obtain a job in Idaho's industry, 2) retain a job once hired, and, 3) to advance in the occupational field. Task Lists are grouped according to Duty areas generally used in industry settings. Duty areas are used as the basis for modules in the Statewide Curriculum Guide development process. The Technical Committee segment is the single most significant step in the curriculum development process. All future curriculum activities are predicated on the premise that an accurate picture of industry needs are reflected in the Task List.

Instructional personnel are selected to develop the Statewide Curriculum Guide. These instructors write Performance Objectives for each Task and the subsequent Enabling Objectives for each Performance Objective. In the Health Occupations curriculum, only the Task Statement (what is to be learned) precedes the enabling objectives. A Performance Objective is stated only at the beginning of each duty area. This means the conditions of learning are met when the Health Occupations curriculum includes all necessary information and skills, and is offered in approved classroom and clinical settings using required equipment and supplies. The criteria of learning are met when students achieve a pre-determined level of learning (or above) which is established by the faculty/school offering the instruction. It is essential that students in this competency-based program are informed prior to instruction the competencies to be learned, the conditions of training, and the criteria or standard to be achieved. Students should be provided the necessary time (within reason) to acquire a competency and should not be graded on semester/clock hours.

Committee members have prepared all material in a competency-based format so as to have an effective and efficient methodology for determining student progress. The Statewide Guides are designed as the prime determiner of program content. All programs must follow the established Guide in order to be approved for operation. Any deviation from this Guide requires written approval from the respective program supervisor at the Division of Vocational Education. It is not the intent of the Division that all programs be designed to be exactly the same, but assurance is needed to ensure that the program meets the minimum standards for operation, based on the community needs, equipment, and facilities available to the local school or institution.

The Technical Committee Report does not dictate the level of instruction. The Task List developed represents the entire occupational field. Schools and Institutions determine what skills can be taught and what depth of instruction can be provided. They must choose the Tasks to be taught from the Technical Committee Report but are free to determine how many or which ones can be incorporated into their program.

The Technical Committee Report is also used as the primary list for generating Student Profiles. These Profiles are used as a cumulative record of each student's progress. They are printed in a folder format and have levels of performance scales for each Task so that student competence can be recorded for individual skills or tasks. This document will become the main component for Articulation activities in the event that the student desires to go on for additional training or education.

ACKNOWLEDGEMENTS

The Technical Committee process involves personnel from industry who are selected by the Division with assistance from the State Council on Vocational Education. People who serve on the Committees are nominated by local administrators. They generally come from local advisory committees for existing Vocational Education programs or are community representatives in a capacity to provide the necessary information about industry needs. These people serve with the approval of their employers and give their time and energies to the project without cost. The Division provides reimbursement for per diem and travel. We are indebted greatly to these industry representatives and to their employers for the resources so freely given to the pursuit of ensuring that Idaho students receive the most current training and education possible and that which is demanded by industry.

The Health Occupations curriculum guide was prepared by the same committee which served on the Technical Committee. To this end, the Division recognizes the following people who served on the Health Occupations Committee: Sandy Taylor, Boise; Jeannette Shaffer, Caldwell; Shirlee Hunter, Idaho Falls; Charlotte Klette, Wallace; Jennifer Donaldson, Mountain Home; Bonnie Sumter, Boise; RaeLa Byrd, Idaho Falls; Noreen Heist, Boise; Karine Siplon, Twin Falls; Sharon Cook, Boise; Sally Johnson, Boise; Janet Wood, Boise; and Annette Compton, Boise.

Your support and assistance was very greatly appreciated. Your patience for enduring the educational process is also noted. The students and instructional staff will be much more able to accomplish their respective goals as a result of your contributions.

Dorothy Witmer, Supervisor
Health Occupations Education

Don Eshelby
Director of Program Services

COMMITTEE MEMBERS

RaeLa Byrd, Instructor
Eastern Idaho Technical School
Idaho Falls

Annette Compton, Director of Volunteers
St. Luke's Hospital
Boise

Sharon Cook, Associate Dean
School of Technology, Boise State University
Boise

Jennifer Donaldson, Instructor
Elmore County Alternative School
Mountain Home

Noreen Heist, Staff Development
St. Alphonsus Hospital
Boise

Shirlee Hunter, Instructor
Bonneville High School
Idaho Falls

Charlotte Klette, Instructor
Wallace High School
Wallace

Sally Johnson, Director, Nursing Services
ID State Veteran's Home
Boise

Jeannette Shaffer, Instructor
Canyon-Owyhee School Service Agency (COSSA)
Caldwell

Karine Siplon, Chair
Nursing/Human Services, College of Southern ID
Twin Falls

Bonnie Sumter, Manager
Health/Services Div., Boise State University
Boise

Sandy Taylor, Instructor
Boise Schools Vocational Education
Boise

Janet Wood, Unit Supervisor
V.A. Hospital, Ward 4
Boise

Dorothy Witmer, Supervisor
Health Occupations, Div. of Vocational Education
Boise

TASK LIST

The task list is a set of occupational skills or "tasks" which are grouped by modules. Each task describes an occupational activity that, when performed, will result in a finished process or product. The nature of the finished process or product can vary, but should always allow an evaluation using the standards which address the operation, appearance, dimensions, or similar characteristics. Idaho utilizes a Technical Committee comprised of industry personnel to develop the task listing. The task list serves as the basis for additional curriculum development activities.

The tasks contained in each module represent the fundamental activities that should be required of any student seeking institutional credit for performing at an acceptable level of competency. The tasks are sequenced to reflect a progression from the curriculum standards which are unique to an institution's instructional program and which should be added upon approval of the administration.

The capacity for providing instructional experiences and practical application of the tasks contained in each module will determine the scope of the vocational-technical program. Primary considerations of capacity will obviously be the availability of equipment and the expertise of the instructional staff.

Individual records of student progress based on the task list should be developed or adapted by the vocational institution for use in recording the student's attainment of competency by task and module.

IDAHO HEALTH OCCUPATIONS EDUCATION FOR SECONDARY SCHOOLS
INTRODUCTION

The Cluster Concept

Secondary health occupations education in Idaho is designed using the cluster concept. Students begin by studying the core competencies that are germane to many health occupations. Having mastered the core competencies, students progress to an advanced level to develop competencies specific to selected occupational areas. Integrated throughout the two years of instruction are knowledges, skills and attitudes that help the student to become successful for employment and/or continuing education.

PROGRAM DESIGN

Year I Orientation To Health Occupations

The program is designed so that beginning students will concentrate on the core competencies. Core competencies are fundamental and transferable to many occupations offered within the cluster. These competencies are used frequently in selected health occupational areas.

Year II Occupational Specific Competencies - Health Career Tracts

Competencies introduced in this advanced part of the curriculum prepare students for entry level jobs and/or continuing education. Students choose from a variety of occupations in 1-3 tracts. Specialized tracts focus on: (1) the health-related, clerical/office occupations such as medical records clerk, health unit coordinator, and receptionist for physician, dentist or other medical office; (2) health care delivery occupations (nursing and dental assisting, respiratory care, etc.); and (3) in physical fitness areas such as physical therapy aide, sports medical aide and restorative/rehabilitation aide.

Foundation and Job Readiness Competencies

Integrated throughout the curriculum at both levels of the program are competencies identified by business and industry as characteristic of successful and productive workers. These competencies pertain to the following content areas: math and computations, communications, interpersonal relationships, teamwork, personal management, employability skills, applied science and English skills, problem solving/critical thinking, computer applications, leadership/followership, change process, and cultural awareness/diversity. These competencies have been a part of the health occupations curriculum but were not always clearly identified. They are separated here to identify them but will be found integrated in life-related and health care-related learning experiences throughout the curriculum.

Health Education Credit

The health occupations curricula necessarily involves a major portion of the course content found in the 10-12 grades health education curriculum. It is therefore logical that students who have an interest in a health career and enter the Orientation To Health Occupations program should not have to repeat information in a health education class. This revised health occupations curriculum includes the objectives found in health education classes. Students will be able to receive the required health education credit by completing year one of health occupations if the instructor is endorsed to teach health education. (See Appendix C for more information.)

YEAR I AREAS OF COMPETENCY

Year I focuses on the core competencies in the following units of instructional content:

* Introduction to the health care industry
* Career awareness and exploration
* Medical terminology
* Anatomy and physiology
* Universal precautions
* Growth and development
* Communications
* Legal and ethical responsibilities
* Wellness: Healthy life practices
* Safety
* Emergency procedures
* Job seeking/keeping skills
* Leadership/followership
* Body Mechanics and Body Kinetics

TASK LIST

HEALTH OCCUPATIONS FOR SECONDARY SCHOOLS

FOUNDATION AND JOB READINESS SKILLS

APPLIED MATHEMATICS

01 Compute basic math concepts (addition, subtraction, multiplication, division, fractions and percentages).
02 Read and interpret diagrams, charts, graphs, and tables.
03 Measure using U.S. measuring system.
04 Measure using metric measuring system.
05 Use calculators to solve problems.
06 Use formulas to solve problems.
07 Use scales to calculate measurements.

COMPUTER APPLICATIONS

01 Explain and use computer/data processing terminology.
02 Demonstrate keyboarding skills.
03 Use data systems.

APPLIED COMMUNICATIONS: LISTENING, SPEAKING, AND INTERPERSONAL RELATIONSHIPS

01 Demonstrate communication skills appropriate to a health care setting.
02 Demonstrate effective listening skills.
03 Pronounce words according to acceptable standard English.
04 Ask appropriate questions.
05 Follow multi-step verbal directions.
06 Give accurate verbal directions.
07 Demonstrate appropriate non-verbal behaviors.
08 Demonstrate group discussion skills.
09 Assess the appropriateness of oral and written communication for an intended audience.
10 Relate appropriately to co-workers, supervisors, and clients.
11 Interpret implied meanings of written, oral, and visual communications.

APPLIED ENGLISH

01 Write legibly.
02 Organize and prepare written and oral presentations.
03 Interpret implied meanings of written, oral, and visual communications.
04 Use a variety of resource materials to gain knowledge and improve comprehension.

APPLIED SCIENCE AND TECHNOLOGY

01 Apply basic knowledge of physical sciences.
02 Apply basic knowledge of social sciences.
03 Apply basic knowledge of humanities.
04 Apply basic knowledge of biological sciences.

PROBLEM SOLVING

01 Develop problem-solving strategies.
02 Apply problem solving strategies to health care situations.

TEAMWORK

01 Participate in group process to solve problems and to share knowledge.
02 Demonstrate sensitivity to the needs of others.
03 Communicate to solve interpersonal conflicts.

PERSONAL MANAGEMENT SKILLS

01 Develop a plan of self-development.
02 Acquire knowledge of the labor market and training opportunities.
03 Explain legal rights and responsibilities of employment.
04 Demonstrate job-seeking skills.
05 Demonstrate job-keeping skills.

CULTURAL DIVERSITY

01 Value contributions from people of different cultures.
02 Participate in cultural awareness activities.
03 Explore cultural differences in health care.

TASK LIST FOR ORIENTATION TO HEALTH OCCUPATIONS CORE CURRICULUM

01.0 INTRODUCTION TO THE HEALTH CARE INDUSTRY

The student will be able to:

01.01 Describe health care delivery systems and the contributions each make to the health of a community.
01.02 Explain a philosophy of health care.
01.03 Discuss issues and trends in the American health care industry.
01.04 Identify basic human needs and how the health care industry responds.
01.05 Describe the composition and functions of a health care team.
01.06 Discuss legislation that has profoundly affected health care.

02.0 MEDICAL TERMINOLOGY

The student will be able to:

02.01 Use basic medical terminology and approved abbreviations.

03.0 CAREER AWARENESS

The student will be able to:

03.01 Develop individual career awareness in the health care industry.

04.0 ANATOMY AND PHYSIOLOGY

The student will be able to:

04.01 Explain the structure and function of cells, tissues and anatomical cavities and relate to wellness/illness.
04.02 Explain the structure and function of the circulatory system and relate to wellness/illness.
04.03 Explain the structure and function of the respiratory system and relate to wellness/illness.
04.04 Explain the structure and function of the muscular system and relate to wellness/illness.
04.05 Explain the structure and function of the skeletal system and relate to wellness/illness.
04.06 Explain the structure and function of the integumentary system and relate to wellness/illness.
04.07 Explain the structure and function of the endocrine system and relate to wellness/illness.
04.08 Explain the structure and function of the reproductive system and relate to wellness/illness.
04.09 Explain the structure and function of the nervous/sensory system and relate to wellness/illness.
04.10 Explain the structure and function of the urinary system and relate to wellness/illness.
04.11 Explain the structure and function of the digestive system and relate to wellness/illness.

05.0 UNIVERSAL PRECAUTIONS

The student will be able to:

05.01 Explain the importance of universal precautions in life practices and health care.

05.02 Relate universal precautions to the transmission of infectious diseases, including HIV/AIDS/Hepatitis.

05.03 Explain the state and federal government's roles in universal precautions.

05.04 Perform universal precautions.

06.0 GROWTH AND DEVELOPMENT

The student will be able to:

06.01 Explain stages of normal growth and development throughout the lifespan.

07.0 HUMAN SEXUALITY AND FAMILY LIFE

The student will be able to:

07.01 Identify and discuss how sexuality affects an individual and how it affects the social aspect of life throughout the lifespan.

07.02 Analyze the different aspects of the family, life skills, and interpersonal relationships as they relate to a variety of lifestyles.

08.0 WELLNESS: HEALTHY LIFE PRACTICES

The student will be able to:

08.01 Identify and discuss the rights and responsibilities of the health care consumer and health care worker.

08.02 Identify and explain the significance of healthy nutritional practices and incorporate these practices in the overall plan for healthy living.

08.03 Explain the relationship between environment and health and ways to improve the environment.

08.04 Identify healthy and unhealthy mental and emotional conditions, healthy mental/emotional life practices and community resources for interventions.

08.05 Examine and analyze the factors involved in substance use and abuse for individuals and relate to the role of the health care worker.

08.06 Synthesize the information in this unit on Wellness and Healthy Life Practices and develop a personal plan for healthy living.

09.0 COMMUNICATIONS IN HEALTH CARE

The student will be able to:

09.01 Define the process of communication and its components.

09.02 Demonstrate effective interpersonal relationships in the workplace.

09.03 Identify the variety of communication methods in health care facilities

10.0 LEGAL AND ETHICAL RESPONSIBILITIES

The student will be able to:

10.01	Explain terms, principles and characteristics of legal and ethical behavior.
10.02	Explain the term "scope of practice" of health care workers.
10.03	Distinguish between legal and ethical behavior/responsibilities of health care workers.
10.04	Identify laws/regulations that relate/effect legal and ethical behavior in health care.
10.05	Explain the legal and ethical ramifications of recording/reporting client/patient information.
10.06	Explain the effects of unethical and unlawful behavior of health care workers.
10.07	Explain the usual process and importance of certification and licensure of health care workers.
10.08	Explain patients'/residents' rights including advance directives.
10.09	Explain the health care worker's responsibility in situations of patient abuse and neglect.
10.10	Explain the health care worker's responsibility in situations of co-worker chemical addiction.
10.11	Discuss ethical dilemmas in health care.
10.12	Analyze the personal, societal and global implications of use/abuse of alcohol and other substances.

11.0 SAFETY: PERSONAL, CLIENT, ENVIRONMENT AND EQUIPMENT

The student will be able to:

11.01	Demonstrate procedures to maintain safety in a health care setting.
11.02	Explain and identify environmental factors/conditions in health care settings that may be unsafe.
11.03	Discuss the safety guidelines as set forth in federal and state rules and regulations.

12.0 EMERGENCY PROCEDURES

The student will be able to:

12.01	Perform emergency procedures.

13.0 LEADERSHIP AND FOLLOWERSHIP

The student will be able to:

13.01	Perform leadership/followership skills.

14.0 JOB SEEKING/KEEPING SKILLS

The student will be able to:

14.01	Perform job-seeking skills.
14.02	Perform job-keeping skills.

14.03 Describe how to make a job change.

15.0 BODY MECHANICS AND BODY KINETICS

The student will be able to:

15.01 Demonstrate the proper use of body mechanics when in motion.
15.02 Explain and demonstrate commonly used positions.
15.03 Demonstrate the transfer of patients.
15.04 Assist a patient using mobility devices.

CURRICULUM GUIDE

HEALTH OCCUPATIONS FOR SECONDARY SCHOOLS

The Performance Objective is stated at the beginning of each duty area instead of having a performance objective for each task in the Health Occupations Guide. The conditions are considered to be standard for all the enabling objectives in the duty area.

CURRICULUM GUIDE
ORIENTATION TO HEALTH OCCUPATIONS

01.0 INTRODUCTION TO THE HEALTH CARE INDUSTRY

PERFORMANCE OBJECTIVE:

Given information about the health care industry, its workers, and needs of consumers, the student will: develop a personal philosophy of health care; self-evaluate characteristics as a health care worker; discuss issues and trends impacting American health care and relate health care services to human needs.

01.01 TASK: Describe the Health Care Delivery Systems and the Contributions Each Make to the Health of a Community.

ENABLING OBJECTIVES:

1. **Identify and investigate five different types of health care facilities, the system they represent, and types of services provided in each facility.**
2. **Define system and relate to the systems in the health care industry.**
3. **Explain how each health care system relates to the health of a community, include systems at local, state, national levels.**

01.02 TASK: Explain a Philosophy of Health Care.

ENABLING OBJECTIVES:

1. **Define philosophy.**
2. **Examine personal feelings and beliefs concerning who should receive health care.**
3. **Compose a personal philosophy and discuss with classmates.**
4. **Discuss individual rights and responsibilities as a health care consumer.**

01.03 TASK: Discuss Issues and Trends in the American Health Care Industry.

ENABLING OBJECTIVES:

1. **Identify and discuss major issues that are impacting health care: costs/economics, uninsured, underinsured, law suits/malpractice, rural versus urban delivery, and worker shortages.**
2. **Identify and discuss major trends in health care: technology, aging population, homeless/poverty, ambulatory care, home health care, out-patient surgery.**

01.04 TASK: Identify Basic Human Needs and How the Health Care Industry Responds.

ENABLING OBJECTIVES:

1. **Using Maslow's Hierarchy of Needs, discuss the five levels of human needs.**
2. **Discuss the relationship of Maslow's levels of needs and how health care services in a community respond to these needs.**

01.05 TASK: Describe the Composition and Functions of Health Care Team Members.

ENABLING OBJECTIVES:

1. Identify professional and non-professional health care workers who may be members of a health care team. Provide titles and functions of each worker.
2. Explain the need for and focus of a health care team.
3. Identify characteristics of an effective health care worker/team member.
4. Explain why a philosophy of care is important to an effective health care worker.
5. Evaluate personal characteristics, interests, and abilities as a health care worker.

01.06 TASK: Discuss Legislation that Profoundly Affected Health Care.

ENABLING OBJECTIVES:

1. Discuss the services provided through the federal acts of Medicaid and Medicare.
2. Discuss the effects of the federal Omnibus Budget Reconciliation Act (OBRA) on long-term care.
3. Discuss the effects of Regulations of the Occupational Safety and Health Administration (OSHA) on health care facilities and workers.
4. Discuss the effects of the Older American's Act (OAA) on health care services for older adults.

02.0 MEDICAL TERMINOLOGY

PERFORMANCE OBJECTIVE:

Given information and opportunities to apply and practice medical terminology, the student will demonstrate the correct use of medical terminology: when speaking, reading, interpreting, and writing.

02.01 TASK: Use Basic Medical Terminology and Approved Abbreviations.

ENABLING OBJECTIVES:

1. Distinguish between the three elements which make up medical words: prefix, root, and suffix, and give the meaning of each.
2. Define commonly used prefixes, suffixes, and root words.
3. Identify medical abbreviations and symbols.
4. Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting, and writing simulated medical records.

03.0 CAREER AWARENESS

PERFORMANCE OBJECTIVE:

Given information and opportunities to explore/shadow health careers, the student will make informed career decisions when selecting a health occupation to pursue as a career.

03.01 TASK: Develop Individual Career Awareness in the Health Care Industry.

ENABLING OBJECTIVES:

1. Explore health careers and report on these careers.
2. Attend presentations given by a variety of health care technicians/professionals.
3. Visit health care facilities to observe health care workers in action.
4. Select health careers and shadow workers in these careers, on-the-job.

04.0 ANATOMY AND PHYSIOLOGY

PERFORMANCE OBJECTIVE:

Given information on healthy structure and function of each body system, and factors contributing to ill health (risk factors, lifestyles, and group behaviors) students will compare healthy bodies to states of disease/disorder, and major causes of death.

04.01 TASK: Explain the Structure and Function of Cells, Tissues and Anatomical Cavities and Relate to Wellness/Illness

ENABLING OBJECTIVES:

1. Identify main parts of body cells and explain their functions.
2. Describe the relationship between cells, tissues, organs, and body systems.
3. Identify terms relating to body regions, planes, and cavities and parts.
4. Label a diagram of the body cavities and a body cell.
5. Identify major diseases/disorders at the cell/tissue level, symptoms, treatment, and risk factors of each.
6. List healthful measures that will promote healthy tissues.

04.02 TASK: Explain the Structure and Function of the Circulatory System and Relate to Wellness/Illness.

ENABLING OBJECTIVES:

1. Name the major organs of the circulatory system.
2. Label a diagram of the heart and blood vessels.
3. Recognize and explain the functions of the circulatory system.
4. Identify major diseases of the circulatory system and discuss systems and treatment of each.

5. Explain risk factors for heart disease, including hereditary, environmental, and lifestyle factors.
6. Without assistance, trace blood through the heart and lungs and back to the heart and major arteries supplying upper and lower extremities.
7. List health practices that promote wellness for the circulatory system.

04.03 TASK: Explain the Structure and Function of The Respiratory System and Relate to Wellness/Illness.

ENABLING OBJECTIVES:

1. Label the major organs and describe the corresponding functions of the respiratory system.
2. List health practices that promote wellness of the respiratory system.
3. Discuss the risk factors for respiratory disease including hereditary, environmental, and lifestyle factors.
4. Identify the major diseases/disorders of the respiratory system and the symptoms and treatment of each.
5. Without assistance, describe, trace the flow of oxygen through the body.

04.04 TASK: Explain the Structure and Function of the Muscular System and Relate to Wellness/Illness.

ENABLING OBJECTIVES:

1. Differentiate between muscle and bone functions.
2. List major functions of muscles.
3. Identify major muscle disorders/diseases, symptoms, and treatment of each.
4. Relate muscular disorders to hereditary, environmental, and lifestyle factors.
5. Match the basic muscle movements to their correct names.
6. Label a diagram of major muscles on the human body.
7. List health practices that will help to keep muscles healthy and to prevent injury.

04.05 TASK: Explain the Structure and Function of the Skeletal System and Relate to Wellness/Illness.

ENABLING OBJECTIVES:

1. Label a diagram of major bones of the body.
2. List functions of bones.
3. Identify movable, slightly movable, and immovable bones of the body.
4. Describe major diseases/disorders of the skeletal system, and the symptoms and treatment of each.
5. Identify hereditary, environmental, and lifestyle factors contributing to disorders of the skeletal system.

6. Label a diagram with four types of bone fractures.
7. List healthful practices to maintain healthy bones/skeletal system.

04.06 TASK: Explain the Structure and Function of the Integumentary System (Skin) and Relate to Wellness/Illness.

ENABLING OBJECTIVES:

1. Label a diagram of a cross section of skin.
2. List main functions of skin.
3. Identify main layers of tissues.
4. Name and describe major diseases/disorders of the skin and the symptoms, treatment of each.
5. Identify the hereditary, environmental and lifestyle factors that contribute to disorders.
6. List healthy practices which will help to maintain healthy skin.

04.07 TASK: Explain the Structure and Function of the Endocrine System and Relate to Wellness/Illness.

ENABLING OBJECTIVES:

1. Label the major endocrine glands on a diagram.
2. Match the function to the correct gland.
3. Match the major disorder of the endocrine system to the appropriate gland and describe treatment and symptoms of each disorder.
4. Identify hereditary and environmental and lifestyle factors which contribute to endocrine disorders.
5. Differentiate between the endocrine and exocrine glands.
6. List healthy practices to maintain healthy glands.

04.08 TASK: Explain the Structure and Function of the Reproductive System and Relate to Wellness/Illness.

ENABLING OBJECTIVES:

1. Label diagrams of male and female reproductive organs and match the functions with correct organs.
2. List and describe the major disorders, and describe the symptoms and treatment for each disorder/disease.
3. Identify hereditary, environmental and lifestyle practices that influence diseases/disorders of the reproductive system.
4. Recognize and describe the implications of high risk behavior and the disease of AIDS following HIV infection including source, process, transmission, treatment, prevention, and psychosocial impact.
5. List healthy practices to maintain health of the reproductive system.

04.09 TASK: Explain the Structure and Function of the Nervous/Sensory System and Relate to Wellness/Illness.

ENABLING OBJECTIVES:

1. Label diagrams of the eye, ear, neuron, and major sections of the central nervous system.
2. Identify the functions of various parts of the nervous system.
3. Name and describe major disorders of the nervous system and corresponding symptoms and treatment.
4. Determine the hereditary, environmental, and lifestyle factors, contributing to diseases/disorders.
5. List healthy practices for the health of the nervous system.

04.10 TASK: Explain the Structure and Function of Urinary System and Relate to Wellness/Illness

ENABLING OBJECTIVES:

1. Label a diagram of the urinary system.
2. List the functions of the organs of the urinary system.
3. List and describe major disorders and the symptoms and treatment of each.
4. Explain risk factors conducive to urinary disease including heredity, environmental and lifestyle practices.
5. Describe healthy lifestyle practices to prevent illness.

04.11 TASK: Explain the Structure and Function of Digestive System and Relate to Wellness/Illness

ENABLING OBJECTIVES:

1. Label a diagram of the digestive system and accessary organs and match the organs with their functions.
2. Name and explain major disorders of the digestive system including symptoms, and treatment of each.
3. Identify risk factors including hereditary, environmental and lifestyles.
4. Relate proper nutrition to the health of the digestive system.
5. Identify healthy practices for maintaining a healthy digestive system.

05.0 **UNIVERSAL PRECAUTIONS**

PERFORMANCE OBJECTIVE:

Given information on universal precautions that include the purposes, importance, relationships to infectious diseases, the governments' roles, and skills to perform in implementing universal precautions, the student will perform universal precautions in the laboratory and at the workplace.

05.01 **TASK: Explain the Importance of Universal Precautions in Life Practices and Health Care.**

ENABLING OBJECTIVES:

1. **Define universal precautions and asepsis.**
2. **Diagram a chain of transmission of infectious agents.**
3. **Explain the importance of universal precautions in life practices and health care-based facilities.**
4. **Identify factors in daily living which increase risk of transmission of disease and practices which will reduce transmission.**
5. **Identify factors in care of clients which increase disease transmission and universal precautions which will reduce transmission.**

05.02 **TASK: Explain how Universal Precautions reduce the Transmission of Infectious Diseases, Including HIV/AIDS/Hepatitis.**

ENABLING OBJECTIVES:

1. **Explain direct modes of transmission of infections in care-based facilities and how Universal Precautions reduce transmission.**
2. **Explain modes of transmission of infections diseases in an office-based practice and how Universal Precautions reduce transmission.**
3. **Explain modes of transmission of infectious diseases in daily lifestyles and how Universal Precautions reduce transmission.**

05.03 **TASK: Explain the State and Federal Government's Roles in Universal Precautions.**

ENABLING OBJECTIVES:

1. **Compare state and federal regulations for infection control by use of universal precautions within a care-based facility.**
2. **Compare state and federal regulations for infection control by use of universal precautions within an office-based practice.**
3. **Identify recording and reporting systems utilized for both state and federal regulation observation.**

05.04 TASK: Perform Universal Precautions.

ENABLING OBJECTIVES:

1. Practice and demonstrate universal precautions: handwashing, donning and removing gloves, gown and mask; and their isolation techniques in a health care setting.
2. Practice and demonstrate disposal of wastes in care-based facility, office-based practice and home environment.

06.0 GROWTH AND DEVELOPMENT

PERFORMANCE OBJECTIVE:

Given information on expected human growth and development throughout the lifespan, the student will analyze each stage for physical, emotional and psychosocial aspects, common deviations, and conditions that promote wellness/illness.

06.01 TASK: Explain Stages of Normal Growth and Development Throughout the Lifespan.

ENABLING OBJECTIVES:

1. Explain the principles of growth and development.
2. Identify factors which influence growth and development, (physical, emotional and psychosocial health) throughout the lifespan.
3. Identify commonly accepted stages of growth and development.
4. Describe the structural, functional, and emotional behavioral, and psychosocial changes expected during each stage.
5. Relate leading causes of death (diseases and disabilities) to each stage of development.
6. Discuss personal feelings and experiences with death of friends and loved ones, losses people experience, and stages of grief/dying.
7. Examine commemorative rituals for death and dying.
8. Discuss various options relating to funeral preparations and wills.
9. Define living wills and discuss options of organ donations.
10. Define euthanasia and discuss the effects of the terminally ill and their survivors.

07.0 HUMAN SEXUALITY AND FAMILY LIFE

PERFORMANCE OBJECTIVE:

Given information on human sexuality throughout the lifespan and influences of family life, the student will identify and discuss how sexuality affects him/her as an individual and as a social aspect of life throughout the lifespan; and will analyze the different aspects of the family, life skills and interpersonal relationships as they relate to a variety of lifestyles.

07.01 TASK: Identify and Discuss How Sexuality Affects an Individual and How it Affects the Social Aspect of Life Throughout the Lifespan.

ENABLING OBJECTIVES:

1. Identify and discuss the difference between love, infatuation, and sex.
2. Recognize and identify emotions and feelings associated with their sexuality.
3. Recognize alternatives to premarital sexual intercourse for expressing feelings and affection.
4. Identify and discuss sex roles, stereotyping, sexual orientation, and alternative lifestyles.
5. Identify the relationship between high risk sexual behaviors and STD/HIV infection and discuss methods of prevention.
6. Relate treatment of sexually transmitted diseases to community health care resources.

07.02 TASK: Analyze the Different Aspects of the Family, Life Skills and Interpersonal Relationship as They Relate to a Variety of Lifestyles.

ENABLING OBJECTIVES:

1. Describe skills needed to become a successful marriage partner.
2. Identify and describe the different methods of family planning.
3. Discuss the process of conception and fetal development.
4. Identify genetic and environmental responsibilities in the prevention of birth defects.
5. Describe the physical and emotional factors that influence teenage pregnancy and parenthood.
6. Discuss options to unwanted pregnancy and community resources.
7. Examine and discuss responsibilities of parenting.
8. Analyze and demonstrate effective verbal and nonverbal communication skills which influence the well-being of the family unit and its individual members.
9. Integrate interpersonal skills into a plan for the resolution of family problems.
10. Describe the causes and effects of physical and emotional abuse as they occur in family and interpersonal relationships. Investigate community resources.
11. Explore and identify the varied structures of family units.

08.0 **WELLNESS: HEALTHY LIFE PRACTICES**

PERFORMANCE OBJECTIVE:

Given information on the personal and environmental factors that contribute to a healthy life and environment, the student will develop a personal plan of healthy life practices.

NOTE: This unit is separated into subunits for easier comprehension and learning.

HEALTH CARE CONSUMER AND HEALTH CARE WORKER

08.01 **TASK: Identify and Discuss the Rights and Responsibilities of the Health Care Consumer and Worker.**

ENABLING OBJECTIVES:

1. **Identify responsibilities for maintaining and promoting health and wellness as a consumer and health care worker.**
2. **Discuss the relationship between personal responsibilities for health and characteristics as a health care worker.**
3. **Critically analyze advertizing practices regarding products that influence health.**
4. **Identify characteristic forms of health fraud and quackery.**
5. **Identify how to locate appropriate agencies, competent health care professionals and services provided.**
6. **Discuss how to provide health care consumer information and assistance for patients seeking help.**
7. **Identify and demonstrate knowledge of roles, skills, and training required of various health-related careers.**
8. **Investigate and identify attitudes and beliefs of various cultures and subcultures toward health services and products.**
9. **Recognize the importance of maintaining personal health records.**
10. **Evaluate and utilize information to make competent decisions concerning health care products.**

NUTRITIONAL HEALTH AND FITNESS

08.02 **TASK: Identify and Explain the Significance of Healthy Nutritional Practices and Incorporate These Practices in the Overall Plan for Healthy Living.**

ENABLING OBJECTIVES:

1. **List the factors that influence food choices and eating habits.**
2. **Identify the influence of family composition, lifestyle, economic status, and cultural background in the selection of food choices and eating patterns.**
3. **Analyze the relationships that exist between nutritional behaviors and disease.**
4. **Describe the relationship of various components of fitness to total well-being.**
5. **Accurately measure and record data and interpret results relative to personal**

nutrition and fitness levels.

6. Synthesize and utilize a plan combining regular physical activity with personal health habits that promote and maintain total health, include in overall plan.
7. Evaluate circumstances which require professional, nutritional, and fitness counseling.
8. Identify various factors that affect the individual's level of wellness.
9. Identify and examine emerging trends in society that are affecting dietary and fitness patterns.
10. Identify, examine and select sound and pertinent sources of nutritional information.

ENVIRONMENTAL HEALTH

08.03 TASK: Explain the Relationship Between Environment and Health and Ways to Improve the Environment.

1. Identify and investigate areas of personal responsibility in community health issues.
2. Analyze and demonstrate the reciprocal relationship of human activities and the environment.
3. Identify and demonstrate present and future ways of protecting the environment to maintain quality living.
4. Relate poor environmental factors and human disease.
5. Investigate careers in the environmental health field.

MENTAL AND EMOTIONAL HEALTH

08.04 TASK: Discuss Healthy Mental and Emotional Practices and Identify Healthy/Unhealthy Mental and Emotional Conditions and Community Resources for Intervention.

ENABLING OBJECTIVES:

1. Identify positive mental health traits and practices that enable a person to be comfortable with self and others.
2. Discuss the physical and psychological consequences of stress.
3. Analyze and demonstrate the coping skills for handling stress.
4. Recognize symptoms of mental disorders and social attitudes toward mental health and mental illness.
5. Recognize that all people experience the same emotions but may express them differently.
6. Consider possible causes and signs of suicide and discuss preventive measures and intervention resources.
7. Identify several types of physical and emotional abuse inside/outside the family.
8. Investigate various societal problems and discuss preventive measures and intervention resources.

SUBSTANCE USE AND ABUSE

08.05 Examine and Analyze the Factors Involved in Substance Use/Abuse for Individuals and Relate to the Role of a Health Care Worker.

ENABLING OBJECTIVES:

1. Recognize that decisions regarding nonuse, use, or abuse of various drugs involve a variety of factors, i.e., social, psychological, legal, economic, ethnic and religious.
2. Describe various procedures involved in intervention and rehabilitation of alcoholism and drug addiction.
3. Demonstrate constructive ways to help reduce stress without substance use.
4. Apply the decision-making process/refusal skills in making drug-related choices and understand the importance of peer assistance.
5. Examine and analyze behavior changes associated with substance use/abuse and the increased risk of HIV infection, other sexually transmitted diseases (STDs), and unplanned pregnancy.
6. Discuss the influence of alcohol and other drugs on risk taking behaviors.
7. Discuss the influence of alcohol and other drugs on fetal development.
8. Analyze the influence of family and community values and attitudes on decisions regarding substance use/abuse.
9. Discuss symptoms/signs of health care workers who are under influences of substances (chemically impaired), and the safety factors involved.
10. Identify the reporting procedure for reporting health care workers who are chemically-impaired.

PERSONAL PLAN FOR HEALTHY LIVING

08.06 Synthesize the Information in this Unit on Wellness and Healthy Life Practices and Develop a Personal Plan for Healthy Living.

1. Develop a personal plan of healthy practices.

09.0 COMMUNICATIONS IN HEALTH CARE

PERFORMANCE OBJECTIVE:

Given information and techniques of communication, the student will demonstrate effective communication that builds interpersonal relationships and communication techniques/methods necessary to the health care field.

09.01 TASK: Define the Process of Communication and its Components.

ENABLING OBJECTIVES:

1. Identify characteristics of effective communication and methods to overcome barriers to communication.

2. Differentiate between verbal and nonverbal communication.
3. Demonstrate effective communication techniques.
4. Demonstrate therapeutic techniques of communication for a variety of patients in all ages of life, in all stages of emotional status and with cultural differences.

09.02 TASK: Demonstrate Effective Interpersonal relationships in the Workplace.

ENABLING OBJECTIVES:

1. Explain the chain of command and pathways to communication in health care facilities.
2. Describe the components of interpersonal relationships.
3. Describe the barriers to developing effective interpersonal relationships.
4. Distinguish between patterns of communication when communicating with patients, supervisors, and peers/co-workers.

09.03 TASK: Identify the Variety of Communication Methods Utilized in Health Care Facilities.

ENABLING OBJECTIVES:

1. Describe computer use in health care.
2. Identify the information necessary to communicate in giving and receiving an oral report of patient status to insure continuity of care.
3. Identify the information necessary for documentation on a patient's medical record.
4. Differentiate between subjective and objective information in oral and written communication.
5. Discuss the importance of congruency between verbal and nonverbal communication.

10.0 LEGAL AND ETHICAL RESPONSIBILITIES

PERFORMANCE OBJECTIVE:

Given information on the legal and ethical terms, rights, and responsibilities and simulated situations, the student will explain the procedures to follow when acting in a legal/ethical manner.

10.01 TASK: Explain Terms, Principles, and Characteristics of Legal and Ethical Behavior.

ENABLING OBJECTIVES:

1. Define the terms legal and ethical, malpractice, negligence.
2. Identify situations that illustrate an ethical and legal situation.

10.02 TASK: Explain the term "Scope of Practice" of Health Care Workers.

ENABLING OBJECTIVES:

1. List health careers that require licensure or certification.
2. Identify Idaho state regulatory boards that regulate licenses, registry or certification.
3. Discuss how regulatory boards protect the consumer.
4. Explain the term "scope of practice" and the consequences of practicing outside the scope.

10.03 TASK: Distinguish Between Legal and Ethical Behavior/Responsibilities of Health Care Workers.

ENABLING OBJECTIVES:

1. Given situations, identify the ethical and/or legal components.
2. Describe what is meant by confidentiality: patient, worker, health care system.
3. Identify times when patient's confidentiality with a health care worker should not be honored.

10.04 TASK: Identify Laws/Regulations That Relate/Effect Legal and Ethical Behavior In Health Care.

ENABLING OBJECTIVES:

1. Identify how to locate the laws and regulations that relate/effect legal and ethical behavior in the fields of nursing, medicine, dentistry and pharmacy.
2. Determine laws and regulations that relate/effect legal and ethical behavior in a selected health care occupation.
3. Distinguish between legal and ethical codes of conduct and the consequences of not following that code.

10.05 TASK: Explain the Legal and Ethical Ramifications of Recording/Reporting Client/Patient Information.

ENABLING OBJECTIVES:

1. Identify legal and/or ethical concepts involving recording/reporting.
2. Explain the correct recording method to correct an error.
3. Explain "late entry" and how to do it correctly.

10.06 TASK: Explain the Effects of Unethical and Unlawful Behavior of Health Care Workers.

ENABLING OBJECTIVES:

1. Explain possible consequences of unethical and/or unlawful behaviors.
2. Describe health care workers' rights of appeal for disciplinary action.
3. Describe the process a health care worker would employ to reinstate his/her license or credential.

10.07 TASK: Explain the Usual Process and Importance of Certification and Licensure of Health Care Workers.

ENABLING OBJECTIVES.

1. Describe the process someone uses to get on the registry as a CNA in Idaho.
2. Describe the process of completing credentials for dental assistants, or EMT's or respiratory technicians.

10.08 TASK: Explain Patient's/Resident's Rights Including Advance Directives.

ENABLING OBJECTIVES:

1. Read and discuss the Patient's Bill of Rights and how they effect a patient's care.
3. Explain the purpose and procedure involving patient rights as related to the Patient Self-Determination Act (Advance Directives).

10.09 TASK: Explain the Health Care Worker's Responsibility In Situations of Patient Abuse and Neglect.

ENABLING OBJECTIVES:

1. Describe the signs and symptoms of abuse, neglect, both physical and psychological.
2. Identify responsibility for reporting abuse and neglect.
3. Follow institutional/agency guidelines in recording/reporting abuse and neglect.

10.10 TASK: Explain the Health Care Worker's Responsibility In Situations of Co-worker Chemical Addition.

ENABLING OBJECTIVES:

1. Describe signs and symptoms of chemical addiction.
2. Identify the health care worker's responsibility in reporting chemical abuses of co-workers.
3. Discuss the consequences of a health care worker practicing under the influences of chemicals.

10.11 TASK: Discuss Ethical Dilemmas in Health Care.

ENABLING OBJECTIVES:

1. Given a variety of ethical situations, discuss the dilemmas involved.
2. Discuss a process for arriving at ethical decisions.

10.12 TASK: Analyze the Personal, Societal, and Global Implications of Use/Abuse of Alcohol and Other Substances.

ENABLING OBJECTIVES:

1. Discuss the impact alcohol and drug abuse have on the individual.
2. Identify community resources that would offer assistance to a drug/alcohol addicted person.
3. Explain the impact drug and/or alcohol abuse has on society (include family, career limitations, economics).
4. Discuss the effects drug and/or alcohol abuse have world-wide.

11.0 SAFETY IN HEALTH CARE

PERFORMANCE OBJECTIVE:

Given information and demonstrated procedures applicable to safety as a health care worker, the student will perform the procedures with accuracy.

11.01 TASK: Explain and Demonstrate Procedures to Maintain Safety in a Health Care Setting.

ENABLING OBJECTIVES:

1. Identify safety hazards in a health care facility.
2. Comply with safety rules/regulations.
3. Select correct tools and equipment and utilize equipment correctly.
4. Dispose of disposable materials according to facility policy.
5. Request maintenance on hazardous areas of improperly working equipment.
6. Maintain clean and orderly work area.
7. Use appropriate action during emergencies.

11.02 TASK: Identify Environmental Factors/Conditions in a Health Care Setting that may be Unsafe.

ENABLING OBJECTIVES:

1. Discuss unsafe environmental factors/conditions in health care.
2. Match terminology and symbols associated with unsafe environmental factors/conditions in health care.
3. Identify the criteria for unsafe conditions and demonstrate measures to take.

11.03 TASK: Discuss the Safety Guidelines as set forth in Federal and State Rules and Regulations.

ENABLING OBJECTIVES:

1. Recognize the unsafe factor/conditions in various settings.
2. Select the appropriate reporting procedure.
3. Identify necessary steps in reporting.
4. Prepare appropriate reporting documents.
5. Discuss safety guidelines in federal and state rules/regulations.

12.0 EMERGENCY PROCEDURES

PERFORMANCE OBJECTIVE:

Given information and demonstrations of skills for emergency procedures, the student will perform return demonstrations of the skills and demonstrate an ability to cope with common hazards, injuries and general emergencies.

12.01 TASK: Perform Emergency Procedures.

ENABLING OBJECTIVES:

1. Interpret accident data in relation to physical, mental, social, and economic implications.
2. Describe the relationship of accidents to behavior.
3. Determine when an environmental situation may be threatening and identify appropriate actions.
4. Demonstrate basic skills in emergency care:
   a. Vital Signs
   b. CPR
   c. First Aid
5. Describe and demonstrate universal precautions in handling blood and other body fluids.

13.0 LEADERSHIP AND FOLLOWERSHIP

PERFORMANCE OBJECTIVE:

Given information, leadership/followership skills and opportunities to be an active member in a student leadership organization, the student will participate and demonstrate leadership/followership skills.

13.01 TASK: Perform Leadership and Followership Skills.

ENABLING OBJECTIVES:

1. Participate in leadership activities: public speaking, job interviews, parliamentary procedure, opening/closing ceremony and health-related skill events.

2. Participate in followership activities: team building/team work events.
3. Participate in problem-solving, critical thinking activities.
4. Participate as a chairperson and/or committee member.
5. Develop an organizational plan of work.
6. Participate in skill events.
7. Participate in professional development program/activities.

14.0 JOB-SEEKING/KEEPING SKILLS

PERFORMANCE OBJECTIVE:

Given information and opportunities to develop skills required for obtaining and keeping a job, the student will demonstrate the job-seeking and keeping skills.

14.01 TASK: Perform Job-Seeking Skills.

ENABLING OBJECTIVES:

1. Demonstrate how to access, enter basic data, and exit computer programs.
2. Complete a self-assessment of interest, abilities, and skills.
3. Complete a career exploration and selection process.
4. Prepare a resume.
5 Prepare for a job interview.
6. Prepare a job application.
7. Prepare a cover letter.
8. Participate in a job interview and follow-up.

14.02 TASK: Demonstrate Job-Keeping Skills.

ENABLING OBJECTIVES:

1. Apply communication and interpersonal skills on the job.
2. Perform as a team member.
3. Perform legal and ethical responsibilities.
4. Use resources effectively in solving problems/making decisions.
5. Follow employee policies and procedures.
6. Apply leadership skills.
7. Maintain health and positive image.
8. Develop and implement plans for stress reduction and personal/professional development.
9. Apply computer skills on the job.

14.03 TASK: Describe How to Make a Job Change.

ENABLING OBJECTIVES:

1. Describe the procedure for changing jobs.
2. Write a letter of resignation.

15.0 BODY MECHANICS AND BODY KINETICS

PERFORMANCE OBJECTIVE:

Given information on safe body mechanics, simulated patients, equipment, and procedures that provide for personal and patient safety during movements of the patient, the student will demonstrate positioning, transferring and ambulating patients.

15.01 TASK: Demonstrate the Proper Use of Body Mechanics when in Motion.

ENABLING OBJECTIVES:

1. **Demonstrate the proper use of body mechanics when lifting, turning, bending, moving objects/persons.**

15.02 TASK: Explain and Demonstrate Commonly Used Positions.

ENABLING OBJECTIVES:

1. **Explain and demonstrate placing a patient in the positions of supine, prone, and side-lying.**

15.03 TASK: Demonstrate the Transfer of Patients.

ENABLING OBJECTIVES:

1. **Explain then demonstrate the procedure of transferring a patient from a chair, to another chair, and to a wheelchair.**

15.04 TASK: Assist a Patient in Using Mobility Devices.

ENABLING OBJECTIVES:

1. **Demonstrate assisting a patient who uses a walker, cane, crutches.**

TEXTBOOKS RECOMMENDED FOR SECONDARY HEALTH OCCUPATIONS YEAR ONE

Life Sciences for Nursing and Health Technologies. Thomas, Virginia (latest edition), Technicourse, P. O. Box 3916, Long Beach, CA 90803, phone: (714) 892-0059.

120 Careers in the Health Care Field. Alperen, Stanley, Directory Service, 655 N.W. 128 Street, Miami, FL 33168

Health Careers Today. Gerdin, Judith A. (1991), Mosby - Year Book, Inc., 11830 Westline Drive, St. Louis, MO 63146, phone: 1-800-345-8736.

The Health Care Worker: An Introduction To Health Occupations. Badasch, Shirley (latest edition), Brady/Prentice Hall, Attn.: Judy Stamm, 113 Sylvan Avenue, Rt. 9W Prentice Hall Building, Englewood Cliffs, NJ 07632, phone: 1-800-223-1360.

Diversified Health Occupations. Simmers, Louise (1988), Delmar, Inc., Local Representative: Adrian Williams, 15540 N.W. Norwich, Beaverton, OR 97006, phone: 301-268-9047.

ADDITIONAL REFERENCES FOR YEAR ONE

BOOKS:

Nurse's Handbook of Law and Ethics. Loeb, Stanley, Springhouse Corp., 1111 Bethlehem Pike, Springhouse, PA 19477.

Structure and Function of the Body. Anthony, C.P. and Thibodeau, G.A. (latest edition), C.V. Mosby Co., 4611 Assembly Drive, Suite C, Lanham, MD 20706

VIDEOS:

Allied Health. Methodist Hospital of Indiana, Inc., Allied Health Education Center, 1701 N. Senate Blvd., P. O. Box 1367, Indianapolis, IN 46206, phone: 317-929-3524.

Dying is a Part of Living. Bruce Jacoby, 1986, Sunburst Communications, Pleasantville, NY 10570.

Everybody Rides the Carousel. ("Erik Erikson's Eight Stages of Life"), Film and Video, 2801 Colorado Avenue, Santa Monica, CA 90404.

Food Fads, Vitamins and Nutrition. Medcom Inc., P. O. Box 116, Garden Grove, CA 92642.

How Not to Make a Baby. Michael Hardy, William T. Pedlow (1987), Human Relations Media, Inc., 175 Tompkins Avenue, Pleasantville, NY 10570.

Life Before Birth. (1972), Time Life Multimedia.

Nursing Assistant Techniques: Transfer Techniques, Medcom, Inc., P. O. Box 3225, Garden Grove, CA 92642.

"Where The Heart Is". Nurse Assistant Video Theater, Beverly Foundation.

COMPUTER SOFTWARE:

Body in Focus. SVE (Society of Visual Education, Inc.), 1345 Diversey Parkway, Chicago, IL 60614.

Inner Body Works. Tom Snyder Productions, Inc., Educational Software, 90 Sherman St., Cambridge, MA 02140, 617-876-4433.

Health Occupations Applied Mathematics Programs. Piney Mountain Press, Inc., Box 333, Cleveland, GA 30528, 1-800-255-3127.

TEXTBOOKS RECOMMENDED FOR BASIC SKILLS TAUGHT IN YEAR 1

Castillo, H.M., The Nurse Assistant in Long-Term Care, Mosby, St. Louis, MO, 1992.

Hegner, B.R. & Caldwell, E. (6th ed.), Nursing Assistant, A Nursing Process Approach, Delmar, Albany, NY, 1992.

Schneidman, R., Lambert, S. & Wander, B., (6th ed.), Being A Nursing Assistant, Brady, Englewood Cliffs, NJ, 1991.

Simmers, L., Diversified Health Occupations, Delamar, U.S., 1988.

Sorrentino, S., (3rd ed.), Textbook for Nursing Assistants, Mosby, St. Louis, MO, 1992.

Will, C.A. & J.B. Eighmy, (3rd ed.), Being A Long-Term Care Nursing Assistant, Brady, Englewood Cliffs, NJ, 1991.

ADDITIONAL RESOURCES: ADDRESSES AND TELEPHONE NUMBERS AND AUDIOVISUAL MATERIALS SUPPLIED

Media

American Red Cross
Office of Public Relations
Washington, DC 20006

- videos: *Fear of the Unknown, Story of Blood*

American Cancer Society
219 East 42nd Street
New York, NY 10017

- videos: *Breath of Air, Cracking the Code of Life, Sense in the Sun, The Human Cell and Cytotechnology*

American Educational Films
331 N. Maple Drive
Beverly Hills, CA 90210

- films, videos

American Health Care Association
1200 15th Street, N.W.
Washington, D.C. 20005
202-898-2837 (Rob Watson)

- Pro-Care: An interactive videodisc program for portions of the Nursing Assistant program.

Armstrong Medical Industries, Inc.
575 Knightsbridge Parkway
PO Box 700
Lincolnshire, IL 60069-0700
(708)913-0101

- Catalog of training aids, equipment, anatomical models, videos

Career Aids
20417 Nordhoff Street
Department AN3
Chatsworth, CA 91399

- videos, software, films

Concept Media
2493 DuBridges Avenue
Irvine, CA 92714

- videos and films

Coronet Instructional Films
65 East South Water Street
Chicago, IL 60601

- catalog of publications

Health EDCO
A Division of WRS Group, Inc.
PO Box 21207
Waco, TX 76702-9964
(800)433-2677

- Educational products including videos, films, posters, charts, books, posters

Idaho Dept. of Health and Welfare,
Film Library
450 W. State St.
Statehouse Mail
Boise, ID 83720
(208) 334-5928

- Health related films and videotapes

J. Weston Walch
Box 658
Portland, ME 04104

- catalog of films/videos

Learning Seed
330 Telser Road
Lake Zurich, IL 60047

- catalog of films/videos

Medcom, Inc.
Rt. 42 Box 301 B
Calhoun, KY 42327
1-800-962-6662 (Toll Free)

- Many nursing assistant videos

Medi-Sim, Inc.
660 S. 4th Street
PO Box 132267
Edwardsville, KS 66113
(913)441-2881

- Computer Assisted Instruction, catalog nursing, respiratory therapy, and allied health

Modem Talking Picture Service
5000 Park Street
St. Petersburg, FL 33709-9989

- catalog of videos/films

NASCO
901 Janesville Avenue
Ft. Atkinson, WI 53538
(414)563-2446

- Products and aids for teaching health care

National Audio-Visual Center
8700 Edgeworth Drive
Capitol Heights, MD 20743-3701

- Videos on emergency medicine and health

National Educational Media, Inc.
15760 Ventura Blvd.
Encino, CA 91436

- catalog of materials

NIMCO
National Innovative Medial Company
Route #2 PO Box 301B
Calhoun, KY 42327

- filmstrips, videos, software for allied health

Proctor and Gamble Educational Services
Proctor and Gamble Plaza
Cincinnati, OH 45202
(513)983-3152

- Care for the Incontinent (video)
- Helping the Nursing Assistant (video)

Pyramid Films
2841 Colorado Ave.
Santa Monica, CA 90406
(213) 828-7577

- Product related videos Central Service Inservice and other health related audiovisuals.

Queue, Inc.
526 Boston Avenue
Bridgeport, CT 06610
(800)232-2224

- catalog of videos/films

School Health Supply Company
P.O. Box 409
Addison, IL 60101

- Anatomical models and charts
- visual aids and videos

ETR Associates
Network Publications
PO Box 1830
Santa Cruz, CA 95060-1830
(800)321-4407

- Balancing Stress for Success Connecting Health, Communication, and Self-Esteem
- The Contemporary Health Series
- Understanding Depression and Suicide

F.A. Davis Company
1915 Arch Street
Philadelphia, PA 19103
(215)568-2270
(800)523-4049

- Taber's Cyclopedic Medical Dictionary

Glencoe Publishing Company
15319 Chatsworth Street
Mission Hills, CA 91345
(800)257-5758

- Basic Pharmacology for Health Occupations
- Eating Disorders: Managing Problems with Food
- Health: A Guide to Wellness Interpersonal Skills and Health Professional Issues
- The Caring Careers: From Nursing Assistant to Professional Nurse

Gregg/McGraw-Hill Book Company
1221 Avenue of Americas
New York, NY 10020

- Basic Sciences for Health Careers
- Emergency Medical Guide
- The Medical Assistant

Harper and Row Publishers
49 East 33rd
New York, NY 10003

- Principles of Anatomy and Physiology by G. Tortora and N. Anagnostakos

Human Science Press
233 Spring Street
New York, NY 10013-1578
(212)620-8000
(800)221-9369

- Handbook of Health Careers: A Guide to Employment Opportunities

Houghton Mifflin Company
Wayside Road
Burlington, MA 01803
(617)272-1500
(800)225-3362

- Modules of Basic Nursing Skills

J.B. Lippincott Company
East Washington Square
Philadelphia, PA 19105

- Care of the Older Adult
- Foundations of Patient Care
- Human Body in Health and Disease
- Mental Health and Mental Illness
- Simplified Nursing
- Structure and Function of the Human Body
- Terminology for the Health Professions
- The Human Body In Health and Disease

J. Weston Walch
Box 658
Portland , ME 04104
(800)341-6094

- Catalog of publications for health education

Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210
(614)486-3655

- Vocational Education Curriculum Education Materials database of all 50 states.

Northwestern Vocational Curriculum Coordination Center
St. Martin's College
Lacey, WA 98503
(206)438-4456

- 10-state regional library of vocational materials.

Vestal Labortories
5035 T Manchester Ave.
St. Louis, MO 63110

- Product related videos Central Service Inservice and other health related audiovisuals.

Publishers

Appleton and Lange
25 Van Zant Street
East Norwalk, CT 06855
(800)423-1359

- Introduction to Medical Terminology
- Human Diseases: A Systematic Approach
- Mathematics for Allied Health Professions
- Medical Terminology with Human Anatomy
- Patient Care Skills: Documentation, Vital Signs, Aseptic Techniques, Positioning, Range of Motion, Wheelchairs, Transfers, and Ambulation
- Phlebotomy Handbook

The Brady Company
Simon and Schuster
Prentice-Hall, Inc.
Higher Education Group
Englewood Cliffs, NJ 07632
(800)638-0220

- Basic Medical Terminology Concepts
- Basic Skills for the Long-Term Care Nurse Assistant
- Being a Health Unit Coordinator
- Being a Homemaker/Home Health Aide
- Being a Laboratory Assistant
- Being a Long-Term Care Nursing Assistant
- Being a Medical Clerical Worker
- Being a Nursing Assistant
  Being a Nursing Assistant-instructor Guide

The Brady Company
Simon and Schuster
Prentice-Hall, Inc.
Higher Education Group
Englewood Cliffs, NJ 07632
(800)638-0220

- Emergency Care
- Encyclopedia and Dictionary of Medicine, Nursing, and Allied Health
- The Geriatric Nursing Assistant
- The Health Care Worker: An Introduction to Health Occupations
- The Health Unit Coordinator
- The Homemaker/Home Health A*Jde Pocket Guide
- Hospital Unit Secretary
- Laboratory Processes
- Medical Office Management
- Pharmacology for Medical Assistants
- Pocket Guide for Nursing Assistants
- School Health Handbook
- Standard First Aid and Personal Safety
- Training the Nursing Aide
- Workbook for the Health Care
- Worker Writing for the Allied Health Professional

Bull Publications
PO Box 208
Palo Alto, CA 94302
(415)322-2855

- Child of Mine by E. Satter
- How to Get Your Kid to Eat ... But Not Too Much by E. Satter

Churchill Publications
Subsidiary of Longman Holdings, Inc.
1560 Bmadway
New York, NY 10036
(212)819-5400
1-800-345-4366

- Gray's Anatomy revised, edited by P.L. Williams

Colwell Systems, Inc.
201 Kenyon Road
PO Box 4025
Champaign, IL 61824-4025

- Business Administration for the Dental Assistant
- Dental Appointment Forms Kit Legal, Ethical, and Management Aspects of the Dental Care System
- Managing Insurance Claims in the Dental Office
- Student Dental Bookkeeping Kit

Combined Nursing Publications, Inc.
Publishers, Printers, and Media Representatives
508 Washington
PO Box 999
Cedar Falls, IA 50613

- publications and career information

C.V. Mosby Company
11830 Westline Industrial Drive
St. Louis, MO 63146
(800)633-6699

- Anatomy and Physiology
- Basic EMT Skills and Equipment
- Basic Nutrition and Diet Therapy
- Basic Pharmacology for Nurses
- Being a Nursing Assistant
- Community Dental Health
- Diagnostic Microbiology
- Dictionary of Medical Abbreviations
- Dental Assisting Basic and Dental Science
- Essential Competencies for Patient Care
- Essentials of Clinical Dental Assisting
- Fundamentals of Medical Assisting
- Health Careers Today
- Health Occupations: Exploration and Career Planning
- The Homemaker/Home Health Aide
- The Human Skeleton
- Laboratory Mathematics, Medical and Biological Applications
- Learning Medical Terminology Media for Being a Nursing Assistant
- Mental Health Nursing: A Holistic Approach
- Mosby's Emergency Encyclopedia
- Mosby's First Responder
- Mosby's Medical and Nursing Dictionary
- Mosby's Text for Long-Term Care
- Assistants Mosby's Text for Nursing Assistants
- Nursing Drug Reference
- Office Procedures for the Dental Team
- Structure and Function of the Human Body
- Textbook of Anatomy and Physiology Textbook for Nursing Assistants

DCM Instructional Systems
PO Box 96
Westwood, MA 02090
(800)348-0025
(617)329-4300

- Basic Human Anatomy
- Dental Terminology
- The Human Skeleton
- Medical Terminology

Delmar Publishers
2 Computer Drive West
Box 15015
Albany, NY 12212-5015
(518)459-1150
(800)347-7707

- Basic Medical Laboratory Techniques
- Body Structures and Functions
- Death and Dying: Individuals and Institutions
- Depression in the Elderly Diversified Health Occupations
- Essentials of Pharmacology for Health Occupations
- Fingertip Reference for Dental Materials
- Fundamental Mathematics for Health Careers
- Geriatrics: A Study of Maturity
- Group Process for Health Professions
- Health Assistant
- Health Care Assistant
- Homemaker/Home Health Aide
- Human Anatomy/Physiology for the Health Sciences
- In Home Care
- Law, Liability, and Ethics for Medical Office Personnel
- Medical Acronyms and Abbreviations
- Medical Assisting: Clinical and Administrative Competencies
- Medical Shorthand
- Medical Terminology for Health Professions
- Medical Transcription with Advanced Terminology
- Microbiology for Health Careers
- Nursing Assistant: A Nursing Process Approach
- Nutrition and Diet Therapy
- Nutrition in Clinical Nursing by Idamarie La Quatra and Mary Jo Gerlach
- Patient Teaching and Communicating in an Information Age

Delmar Publishers
2 Computer Drive West
Box 15015
Albany, NY 12212-5015
(518)459-1150

- The Professional Medical Secretary-Receptionist
- Understanding Human Behavior
- Understanding Medical Insurance
- The US Health System: Origins and Functions

Doubleday and Company, Inc.
666 Fifth Avenue
New York, NY 10103 (212)765-6500

- Family Health and Home Nursing
- Standard First Aid and Personal Safety

Lea and Febiger
600 S. Washington Drive
Philadelphia, PA 19105

- Clinical Chemistry: Interpretations and Techniques
- Clinical Practice of Dental Hygienist
- Fundamentals of Dental Hygiene Instrumentation
- Handbook of Phlebotomy
- Hematology Principles and Procedures
- The Dental Assistant

Little, Brown and Company
200 West Street
Waftham, MA 02154
(800)343-9204

- Blood and Guts: A Working Guide to Your Own Insides by Linda Allison
- The Health Aide

Mathew Scott Publishers, Inc.
61 Oak Street
Big Rapids, MI 49307
(616)796-3030

- Nurse Aide Course and Study Guide

Mayfield Publishing
1240 Villa Street
Mountain View, CA 94041

- Core concepts in Health (text, study guide, and instructional resource guide)

Morton Publishing Company
925 W. Kenyon Avenue, Unit 4
Englewood, CO 80110

- Emergency Medicine

National Health Publishing
A Division of Williams and Wilkins
99 Painters Mill Road
Owings Mills, MD 21117
(301)363-6400
(800)446-2221

- Melloni's Illustrated Medical Dictionary
- The Long-Term Care Nursing Assistant Training Program
- Operational Policy and Procedure Manual for Long-Term Care Facilities

Queue Inc.
526 Boston Avenue
Bridgeport, CT 06610
(800)232-2224

- catalog of publications

Reston Publishing Company
Division of Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

- Patient Care Skills: Positioning, Range of Motion, Transfers, Wheelchairs and Ambulation

Running Press
125 S. 22 Street
Philadelphia, PA 19103
1-800-428-1111

- Gray's Anatomy Coloring Book

Simon and Schuster
Division of Paramount
1230 Avenue of Americas
New York, NY 10020
1-800-223-2348

- Our Body, Our Selves Series

Patient Care

- Medical Economics Company, Inc.
  680 Kinderkamack Road
  Oradell, NJ 07649

Prevention

- Rodale Press
  33 East Minor Street
  Emmanus, PA 18049

Professional Medical Assistant

- American Association of Medical Assistants
  20 North Wacker Drive, Suite 1575
  Chicago, IL 60606
  (312)899-1500

Rural Health Care

- National Rural Health Association 301 East Armour Blvd, Suite 420 Kansas City, MO 64111 (816)756-3140

Science News

- Science Service, Inc.
  1719 North Street NW
  Washington, DC 20004

The American Nurse

- American Nurse Association
  2420 Pershing Road
  Kansas City, MO 64108
  (816)474-5720

Special Books/Pamphlets

Ballinger Publishing Company
10 E. 53 Street
New York, NY 10022
(212)207-7611
(800)242-7737

- 120 Careers in the Health Care Field

Center for Disease Control
225 Eagle Street
Anchorage, AK 99501
(907)271-4011

- Information and resources

Hesperian Foundation
PO Box 1692
Palo Alto, CA 94302
(415)325-9017

- Helping Health Workers Learn by D. Werner and B. Bower

National Safety Council
444 North Michigan Avenue
Chicago, IL 60611

- Hospital Employee Safety (slides)
- Hospital Housekeeping (slides)
- How to Prevent Electrical Mishaps in the Hospital (slides)
- How to Prevent Falls In Hospitals (slides)
- Safety Guide for Health Care Instructions

March of Dimes
Check local chapter

(907)279-2622

- Free public education materials, filmstrips, videos

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, NY 10027
(212)678-3929
(800)356-0409

- Establishing Patient Relationships Microbiology
- Self Care I and II

Technicourse
PO Box 3916
Long Beach, CA 90803
(714)892-0059

- Life Sciences for Nursing and Health Technologies by Virginia Thomas

W.B. Saunders Company
West Washington Square
Philadelphia, PA 19105

- American Illustrated Medical Dictionary
- Caring for Older Adults
- The Health Professions
- Laboratory Immunology and Serology
  Customer Service

Wiley and Sons
605 Third Avenue
New York, NY 10158-0012
(201)469-4400

- Customer Service

LEARNING CATEGORIES THAT VOC ED TEACHERS MUST IMPART WITH OUTCOMES (SCANS REPORT)

1. Job Skills: mastery of basic physical skills, basic technical skills, work ethic, safety, flexibility, ability to deal with continuous change, problem solving skills, interpersonal skills, personal management skills, ability to work as part of a team, ability to be a lifelong learner.

2. Learning to Learn: study skills, understanding of one's learning styles, desire to continue learning, reason to learn what's taught, love of learning for its own sake.

3. Technological Literacy: computer keyboarding, computer applications, uses and limitations of technology, communications technology, ethical aspects of technology.

4. Basic Skills: reading, writing, math, science, application of basic skills.

5. Communication: Listening & oral: articulate knowledge and skills, multi-lingual ability, different language styles, oral and written styles, technology.

6. Self-esteem/Goal Setting-motivation/Personal & Career Development: basic health nutrition, personal assessment, health management, beliefs, attitudes, family and parenting skills, substance abuse education, education to balance work-family, employability skills, ability to change occupations.

7. Creative Thinking/Problem Solving: flexibility, critical thinking, decisionmaking skills, adaptability, problem solving, resource identification and use.

8. Social: socialization, personal/social response, cooperation, respect, group attitudes, interpersonal skills, work ethic, teamwork, negotiation skills.

9. Organizational Effectiveness/Leadership: value of organizations, planning, leadership, entrepreneurship, job advancement, organizational growth.

10. Social/Global Awareness: Appreciating multi-cultural and gender differences, understanding government, economics, and free enterprise, adaptability, global interdependence, understanding age differences.

One Proposed Model: To Begin Fall of 1992

BASIC CORE CURRICULUM FOR HEALTH OCCUPATIONS

Secondary High School

Year I - Orientation to Health Occupations: Exploration and Foundations

Pre-Technical Level

2 Semesters

1) Introduction to Health Care Industry, 2) Medical Terminology, 3) Career Awareness, 4) Anatomy and Physiology, 5) Universal Precautions, 6) Growth and Development, 7) Human Sexuality and Family Life, 8) Wellness: Healthy Life Practices, 9) Communications in Health Care, 10) Legal and Ethical, 11) Safety, 12) Emergency Procedures, 13) Leadership/Followership, 14) Job-Keeping/Seeking Skills, 15) Body Mechanics/Kinetics

10-11 grades (Health credit possible)

Year II - Concentration on Possible Career Tracts

Technical Level

2 Semesters academic/practical/clinical **11-12 grades**	2 Semesters academic/practical/clinical **11-12 grades**	2 Semesters academic/practical/clinical **11-12 grades**

Advanced Career Tracts

Secretary/Clerical	**Rehabilitation**	**Health Care Delivery**	
		Direct:	**Indirect:**
Medical Records Clerk	Physical Therapy Aide	Dental Assistant	EKG Technician
Medical Transcriptionist	Sports Medicine Aide	Nursing Assistant	Dietary Aide
Health Unit Clerk	Restorative/Rehabilitation Aide	Respiratory Therapy Aide	Central Service Aide
Health Care Receptionist: Dental, Medical, Optical and Chiropractor	Occuaptional Therapy Aide	Home Health Aide	Pharmacy Aide
	Recreational Therapist Aide	Orthopedic Aide	Telemetry Technician
Insurance Claim Assistant			Environmental Aide
			Bio-Medical Aide
			Housekeeping Aide
Career Opportunities	**Career Opportunities**	**Career Opportunities**	
Office Manager	Physical Therapist or Assistant	LPN, RN, MD	
Medical/Dental Office Assistant	Occupational Therapist or Assistant	Phebotomist	
Dental Office Manager	Physical Fitness Instructor	Medical Technologist	
	Athletic Trainer	Medical Lab Technician	
		Dental Lab Technologist	
		Dental Hygienist	
		Respiratory Therapist	
		Respiratory Therapist Technician	
		Medical/Social Worker	
		Music Therapist	
		Art Therapist	
		Dentist, Dietician	
		Pharmacy Technician, Pharmacist	
		Radiologic Technician, Surgical Technician	

OPTIONS FOR THE DELIVERY OF HEALTH OCCUPATIONS EDUCATION IN IDAHO

Ideally the Health Occupations Program is 2 years in length. It can be offered to sophomores but usually is opened to 11th and 12th graders. The first year is one of exploration of health careers and foundation courses. The second year concentrates on courses in a specialized tract that leads to an aide level job and/or higher education and an occupation that requires a certificate, associate degree or bachelor's degree.

DELIVERY OPTIONS

I Year one: Orientation To Health Occupations (Exploration and Foundations)

Each high school offers this program by:

a) One part-time teacher who teaches at each school

b) One full-time teacher who drives to 2-3 schools

c) One program in one high school and students are transported from other schools

d) Distance learning via satellite from one site with backup instructor at receiving site (advisory committee members are usually helpful here)

e) Program is based at a health care facility, instructor is part-time industry and part-time school employee

f) Program is offered from a postsecondary school to high school students - possibly using a satellite building/program; the instructor is from the postsecondary faculty and uses postsecondary equipment, etc. but paid by secondary schools

g) Whatever works for the community/school

II Year two: Selection of Tract (Concentration on career path)

Each high school offers this program by:

a) Choosing 1 or 2 tracts that students can choose and one instructor who collaborates with another secondary instructor (e.g. business education instructor and health occupations instructor collaborate to offer the medical receptionist/clerical career tract)

b) Having 2 full-time instructors who share teaching and coordinate other tracts. Contracts are written between the school and community professionals and/or preceptors who work with students on competencies for a job.

c) Any of the above options in year one

APPENDIX A
CHECKLISTS FOR DEMONSTRATION OF BASIC SKILLS

Learner's Name

Date

Unit 5
Checklist for Donning and Removing Gloves

		Yes	No
1.	Put on clean gloves. (If wearing gown, be sure cuff of gloves overlaps cuff of gown.)	—	—
2.	When removing gloves, use preferred hand to pull off opposite glove *without* touching inside of opposite gloves. Discard glove.	—	—
3.	Remove second glove by reaching inside the glove with ungloved hand and pull glove off. Discard glove.	—	—
4.	Wash hands.	—	—

Comments:

Satisfactory Demonstration: — —

Student Signature

Evaluator's Signature

Learner's Name

Date

Unit 5
Checklist for Donning and Removing Masks

Donning

		Yes	No
1.	Wash hands.	—	—
2.	Pick up clean mask and unfold if necessary.	—	—
3.	Place mask over nose and mouth.	—	—
4.	Tie top and then lower strings behind head.	—	—

Removing

1.	If wearing gloves, remove gloves first and then wash hands. (See checklist for gloving.)	—	—
2.	Untie strings of mask in back of head.	—	—
3.	Remove mask by holding strings and discard.	—	—

NOTE: If wearing gown, gown can be removed first, wash hands, and then proceed with mask.

Comments:

Satisfactory Demonstration: — —

Student Signature

Evaluator's Signature

Learner's Name

Date

Unit 5

Checklist for Donning and Removing an Isolation Gown

Donning

		Yes	No
1.	Wash hands, roll up sleeves if wearing any sleeves.	—	—
2.	Unfold gown so that opening is at the back.	—	—
3.	Put arms into sleeves of gown and pull up over hands.	—	—
4.	Tighten gown close around the neck and around uniform, making sure that uniform is covered completely.	—	—
5.	Tie neck tie or fasten appropriately. (*Note:* Neck band and ties are always considered clean.)	—	—
6.	Grasp ties on front and bring to back.	—	—
7.	Grasp edges of back and pull together, making sure they cover uniform.	—	—
8.	Tie waist ties. (*Note:* Waist ties are contaminated after being in unit.)	—	—

Removing

1.	Untie the waist ties.	—	—
2.	If not wearing gloves:		
	a. Wash hands and dry with paper towel.	—	—
	b. Turn off faucet with dry paper towel.	—	—
3.	If wearing gloves, remove and discard in trash container in room.	—	—
4.	Wash hands using dry paper towel to dry hands.	—	—
	Use dry paper towel to turn off faucet.	—	—
5.	Untie ties at the neck and reach inside neck band with both hands, pulling gown from inside away from you. Roll gown into a ball, inside out, as you take gown off.	—	—
6.	Dispose of paper gowns in trash, linen gowns in hamper.	—	—
7.	Remove mask. (*Note:* Ties on mask are always considered clean.) Dispose accordingly, depending on whether mask is disposable or linen.	—	—
8.	Wash hands using a dry paper towel to turn off faucet and a different dry paper towel to dry hands.	—	—

9.	Open door with paper towel. Dispose of towel in unit before leaving.	—	—
10.	Wash hands.	—	—

Comments:

Satisfactory Demonstration: — —

Student Signature

Evaluator's Signature

_____
Learner's Name

_____
Date

UNIT 5
Checklist for Handwashing Techniques
(Core I)

Equipment:

Soap
Brush
Paper towels
Warm water

		Yes	No
1.	Turn on water and adjust the temperature.	___	___
2.	Wet hands with fingertips pointed downward.	___	___
3.	Apply soap to hand and wrists (using enough to produce a lather).	___	___
4.	Rub hands in a circular motion, washing fingers by interlacing back and forth between each other (add water when necessary to keep moist).	___	___
5.	Use a nail brush if necessary. If none is available, rub fingernails on palms of hands.	___	___
6.	Rinse hands from the wrist to the fingers with fingertips pointed downward.	___	___
7.	Dry hands with a paper towel.	___	___
8.	Turn off faucet with a dry paper towel (the faucet is always considered dirty).	___	___
9.	Throw the paper towel into the wastebasket.	___	___
10.	Leave area clean and neat.	___	___

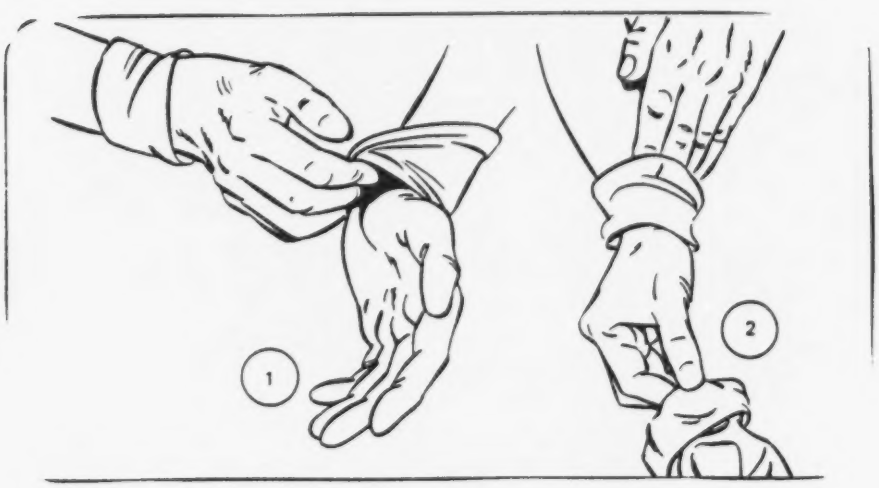
Comments:

Satisfactory Demonstration: ___ ___

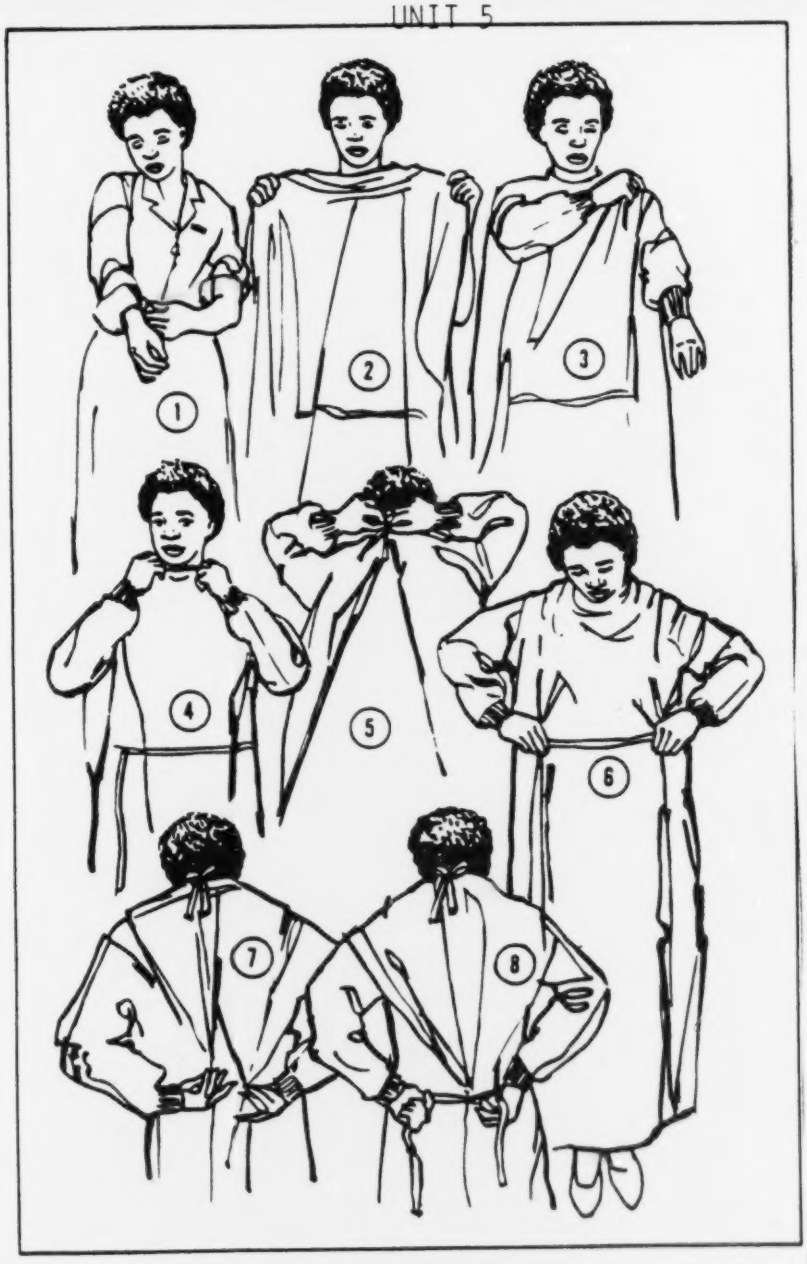
_____ _____
Student Signature Evaluator's Signature

• Place linen in laundry bag inside isolation unit
• Seal bag
• Place sealed bag inside another bag outside the isolation unit
The double bag technique should be applied when removing specimens, linen, trash and other contaminated articles from the isolation room.

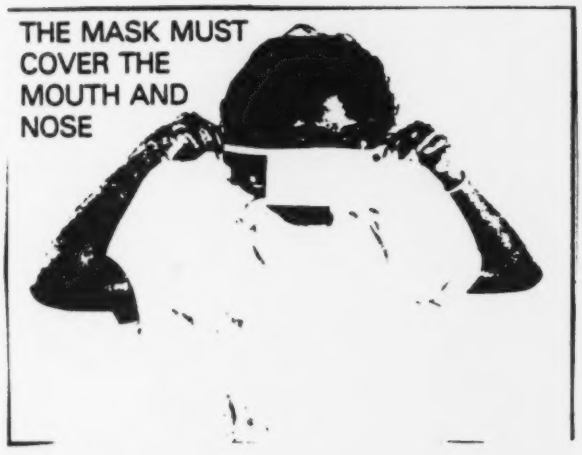
DOUBLE BAG TECHNIQUE



PROPER GLOVE REMOVAL



Gowning procedure.



Donning an Isolation Gown

BEST COPY AVAILABLE

Learner's Name

Date

UNIT 12
Checklist for Taking an Oral Temperature
(Core I)

Equipment:

Clean thermometer and holder with solution
Watch with second hand
Paper and pencil
Clean tissue

		Yes	No
1.	Wash your hands.	___	___
2.	Assemble equipment and take to bedside.	___	___
3.	Identify patient and explain procedure.	___	___
4.	Remove thermometer from container, holding near the end opposite the mercury bulb.	___	___
5.	Shake mercury down to 95 or below.	___	___
6.	Place mercury bulb under the patient's tongue. Ask the patient to keep lips closed without biting the thermometer.	___	___
7.	Leave thermometer in place for five to eight minutes; remain with patient if necessary.	___	___
8.	Remove and wipe thermometer with tissue, from clean end to bulb end.	___	___
9.	Rotate thermometer until mercury column can be seen clearly.	___	___
10.	Read and record.	___	___
11.	Shake mercury down.	___	___
12.	Place thermometer in proper place.	___	___
13.	Discard tissue.	___	___
14.	Replace equipment in designated area according to facility policy.	___	___
15.	Wash your hands.	___	___
16.	Record temperature in patient's chart.	___	___

Comments:

Satisfactory Demonstration: ___ ___

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 12
Checklist for Taking an Axillary Temperature
(Core I)

Equipment:

Container with clean thermometer
Clean tissue
Paper and pencil
Watch with second hand
Bath towel

		Yes	No
1.	Wash your hands.	—	—
2.	Inform patient of procedure.	—	—
3.	Pat underarm dry; avoid friction.	—	—
4.	Shake mercury down to 95 or below.	—	—
5.	Raise patient's arm and place the bulb end of thermometer in the hollow of the axilla.	—	—
6.	Bring patient's arm across chest and rest hand on opposite shoulder.	—	—
7.	Keep thermometer in place for ten minutes; remain with patient if necessary.	—	—
8.	Remove, wipe and read thermometer.	—	—
9.	Clean and return equipment according to facility policies.	—	—
10.	Wash your hands.	—	—
11.	Record temperature indicating (AX).	—	—

Comments:

Satisfactory Demonstration: —

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 12
Checklist for Taking a Rectal Temperature
(Core I)

Equipment:

Container with clean, rectal thermometer
Clean tissue
Lubricant
Paper and pencil
Watch with second hand

		Yes	No
1.	Wash your hands.	___	___
2.	Identify patient and explain procedure.	___	___
3.	Place adult patient on side and flex upper knee; place child on abdomen with face to side unless physical condition makes it inadvisable.	___	___
4.	Shake mercury down to 95 or below.	___	___
5.	Lubricate thermometer with small amount of soluble lubricant.	___	___
6.	Raise top bed covers and expose anal area; raise upper buttocks and insert thermometer gently into rectum about one-half inch.	___	___
7.	Hold thermometer in place for three minutes; do not leave patient.	___	___
8.	Remove thermometer gently, holding the stem.	___	___
9.	Remove excessive lubricant with tissue, wiping from stem end to bulb.	___	___
10.	Discard used tissue in proper container.	___	___
11.	Read accurately and carefully.	___	___
12.	Record temperature indicating (R).	___	___
13.	Return equipment according to facility procedures.	___	___
14.	Wash your hands.	___	___

Comments:

Satisfactory Demonstration: ___ ___

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 12
Checklist for Taking an Oral Temperature
(Core I)

Equipment:

Clean thermometer and holder with solution
Watch with second hand
Paper and pencil
Clean tissue

		Yes	No
1.	Wash your hands.	___	___
2.	Assemble equipment and take to bedside.	___	___
3.	Identify patient and explain procedure.	___	___
4.	Remove thermometer from container, holding near the end opposite the mercury bulb.	___	___
5.	Shake mercury down to 95 or below.	___	___
6.	Place mercury bulb under the patient's tongue. Ask the patient to keep lips closed without biting the thermometer.	___	___
7.	Leave thermometer in place for five to eight minutes; remain with patient if necessary.	___	___
8.	Remove and wipe thermometer with tissue, from clean end to bulb end.	___	___
9.	Rotate thermometer until mercury column can be seen clearly.	___	___
10.	Read and record.	___	___
11.	Shake mercury down.	___	___
12.	Place thermometer in proper place.	___	___
13.	Discard tissue.	___	___
14.	Replace equipment in designated area according to facility policy.	___	___
15.	Wash your hands.	___	___
16.	Record temperature in patient's chart.	___	___

Comments:

Satisfactory Demonstration: ___ ___

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 12
Checklist for Taking an Axillary Temperature
(Core I)

Equipment:

Container with clean thermometer
Clean tissue
Paper and pencil
Watch with second hand
Bath towel

		Yes	No
1.	Wash your hands.	—	—
2.	Inform patient of procedure.	—	—
3.	Pat underarm dry; avoid friction.	—	—
4.	Shake mercury down to 95 or below.	—	—
5.	Raise patient's arm and place the bulb end of thermometer in the hollow of the axilla.	—	—
6.	Bring patient's arm across chest and rest hand on opposite shoulder.	—	—
7.	Keep thermometer in place for ten minutes; remain with patient if necessary.	—	—
8.	Remove, wipe and read thermometer.	—	—
9.	Clean and return equipment according to facility policies.	—	—
10.	Wash your hands.	—	—
11.	Record temperature indicating (AX).	—	—

Comments:

Satisfactory Demonstration: —

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 12
Checklist for Taking a Rectal Temperature
(Core I)

Equipment:

Container with clean, rectal thermometer
Clean tissue
Lubricant
Paper and pencil
Watch with second hand

		Yes	No
1.	Wash your hands.	___	___
2.	Identify patient and explain procedure.	___	___
3.	Place adult patient on side and flex upper knee; place child on abdomen with face to side unless physical condition makes it inadvisable.	___	___
4.	Shake mercury down to 95 or below.	___	___
5.	Lubricate thermometer with small amount of soluble lubricant.	___	___
6.	Raise top bed covers and expose anal area; raise upper buttocks and insert thermometer gently into rectum about one-half inch.	___	___
7.	Hold thermometer in place for three minutes; do not leave patient.	___	___
8.	Remove thermometer gently, holding the stem.	___	___
9.	Remove excessive lubricant with tissue, wiping from stem end to bulb.	___	___
10.	Discard used tissue in proper container.	___	___
11.	Read accurately and carefully.	___	___
12.	Record temperature indicating (R).	___	___
13.	Return equipment according to facility procedures.	___	___
14.	Wash your hands.	___	___

Comments:

Satisfactory Demonstration: ___ ___

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 12
Checklist for Taking a Radial Pulse
(Core I)

Equipment:
Watch with second hand
Paper and pencil

		Yes	No
1.	Wash your hands.	___	___
2.	Explain procedure to the patient.	___	___
3.	Place patient in comfortable position with palm of hand down and arm well supported.	___	___
4.	Place tips of first three fingers over radial artery on thumb side of wrist, exerting slight pressure.	___	___
5.	Do not use thumb.	___	___
6.	When pulse is felt, count for one minute timing with second hand of watch.	___	___
7.	Wash your hands.	___	___
8.	Report any unusual observations such as volume and rhythm.	___	___
9.	Record on patient's chart according to facility policies.	___	___
10.	Leave patient in a comfortable position.	___	___

Comments:

Satisfactory Demonstration: ___ ___

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 12
Checklist for Taking an Apical Pulse
(Core I)

Equipment:

Stethoscope
Alcohol Swab
Watch with second hand
Paper and pencil

		Yes	No
1.	Wash your hands.	—	—
2.	Identify patient and explain procedure.	—	—
3.	Screen patient.	—	—
4.	Uncover left side of patient's chest.	—	—
5.	Clean earpieces on stethoscope.	—	—
6.	Locate the apex of the heart by placing finger tips on patient's chest below left nipple.	—	—
7.	Place stethoscope tips in ears and the bell over the apical region and listen for heart sounds.	—	—
8.	Count for one full minute.	—	—
9.	Report any unusual observations such as volume and rhythm.	—	—
10.	Record on patient's chart according to facility policy.	—	—
11.	Leave patient in comfortable position.	—	—
12.	Clean stethoscope ear tips and return to proper place.	—	—
13.	Wash your hands.	—	—

Comments:

Satisfactory Demonstration: — —

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 12
Checklist for Counting Respirations
(Core I)

Equipment:

Watch with second hand
Paper and pencil

		Yes	No
1.	While temperature is being checked and thermometer is still in position, place arm across patient's chest holding wrist as if counting pulse and proceed to count the rise and fall of the chest.	___	___
2.	Do not prepare the patient for this procedure because he/she may try to physically regulate own breathing.	___	___
3.	Count for one minute.	___	___
4.	Note regularity, volume, rhythm and other characteristics of breathing such as deep, irregular, shallow or Cheyne-Stokes.	___	___
5.	Report any unusual observations.	___	___
6.	Record according to facility policies.	___	___
7.	Leave patient in comfortable position.	___	___

Comments:

Satisfactory Demonstration: ___ ___

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 15

Checklist for Positioning Patients

Equipment:

Pillows, protector pads, footboard, trochanter rolls, hand rolls

Procedure: Supine Position	Yes	No
1. Wash your hands.	—	—
2. Identify patient and explain procedure.	—	—
3. Place bed in high horizontal position.	—	—
4. Place pillow under neck and head.	—	—
5. Place arms in functional, comfortable position.	—	—
6. Place hand cone or hand roll if paralyzed.	—	—
7. Place trochanter rolls along hips.	—	—
8. Place small pad under knees.	—	—
9. Place bottom of feet flat against footboard when necessary.	—	—
10. Place protector pads under elbows and heels.	—	—
11. Assure comfort of patient. Wash your hands.	—	—
12. Report and record procedure and observations.	—	—
Comments:		
Satisfactory Demonstration:	—	—

Evaluator's Signature

Procedure: Prone Position		
1. Wash your hands.	—	—
2. Identify patient and explain procedure.	—	—
3. Remove pillow from under head. Turn patient to abdomen.	—	—
4. Move patient to foot of bed so feet hang over end of mattress or place pillow under lower legs to discourage foot drop.	—	—
5. Place small pillow under hips and abdomen.	—	—
6. Rotate arms at right angle of body, even with head or down at side with elbows straight.	—	—
7. Place hand cone or roll in hands.	—	—
8. Place protector pads under elbows.	—	—
9. Assure comfort of patient. Wash your hands.	—	—
10. Report and record procedure and observations.	—	—
Comments:		
Satisfactory Demonstration:	—	—

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 15
Checklist for Positioning Patients

Procedure: Sidelying Position

Note: Do not use for patients at high risk for decubitus ulcers. Use semi supine or semi prone as in Will & Eighmy (1991) or Witmer (1990).

		Yes	No
1.	Wash your hands.	___	___
2.	Identify and instruct patient on procedure.	___	___
3.	Place pillow under head only, not shoulder.	___	___
4.	Pull underarm away from body, flex elbow, palm up.	___	___
5.	Support arm on top with a pillow to prevent shoulder slump; elbow should be flexed.	___	___
6.	Use hand rolls if necessary.	___	___
7.	Keep bottom leg straight.	___	___
8.	Flex top leg at hip and knee joints; support with 2 large pillows, one under thigh and one under lower leg and ankle.	___	___
9.	Place pillow lengthwise along back.	___	___
10.	Assure comfort of patient. Wash your hands.	___	___
11.	Report and record procedure and observations.	___	

Comments:

Satisfactory Demonstration: ___ ___

Evaluator's Signature

Procedure: Fowler's Position

1.	Wash your hands.	___	___
2.	Identify and instruct patient on procedure.	___	___
3.	Have patient supine.	___	___
4.	Position patient on mattress so hip joint is directly above the joint on the bed frame.	___	___
5.	Place pillow under head and upper shoulders.	___	___
6.	Raise head of bed to a 45 degree angle.	___	___
7.	Pillows may be placed under arms for added comfort.	___	___
8.	Assure comfort of patient. Wash your hands.	___	___
9.	Report and record procedure and observations.	___	___

Comments:

Satisfactory Demonstration: ___ ___

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 15
Checklist for Body Mechanics
(Core I)

		Yes	No
1.	Demonstrate a broad base of support.	___	___
2.	Demonstrate bending from hips and knees.	___	___
3.	Demonstrate moving close to object/person in order to assist it/them in movement.	___	___
4.	Demonstrate using strongest muscles in lifting object/person.	___	___
5.	Demonstrate carrying heavy objects close to body.	___	___
6.	Demonstrate pivoting and turning in direction of moving (no twisting).	___	___
7.	Demonstrate keeping back straight on bending/ lifting/transferring.	___	___

Comments:

Satisfactory demonstration: ___ ___

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 15

Checklist for Ambulating a Patient with a Cane

Equipment:

Adjustable cane
Gait belt on patient if needed

		Yes	No
1.	Check orders or obtain permission from supervisor; know gait which patient has learned.	—	—
2.	Wash your hands.	—	—
3.	Check cane for safety: rubber tip(s) in good condition.	—	—
4.	Help patient to standing position. Be sure patient wears sturdy, comfortable shoes.	—	—
5.	Check adjustments on cane: top of cane at femur; patient's elbow flexed at a 25-30 degree angle with hand resting on handle. Follow policy of facility for adjustments.	—	—
6.	Instruct patient to use the cane on the good side which prevents leaning toward the weak side.	—	—
7.	Assist the patient to walk with gait ordered or as follows: move the cane and the weak side forward, keeping the cane close to the body.	—	—
	Transfer body weight forward to the cane. Move the good side forward. Continue in this way.	—	—
8.	Going up stairs, instruct patient to: step up with good foot, follow with cane and weak foot.	—	—
9.	Going downstairs, instruct patient to: step down with good foot, follow with cane and weak foot.	—	—
10.	Instruct patient to take small steps when walking to prevent leaning forward or to weak side. Be prepared for falls.	—	—
11.	Walk close to patient on weak side.	—	—
12.	Assist patient to bedside or to place desired. Store cane.	—	—
13.	Wash your hands. Report and record patient's progress and any problems he/she experiences.	—	—
Comments:			
	Satisfactory Demonstration:	—	—

Student Signature

Evaluator's Signature

Learner's Name

Date

UNIT 15

Checklist for Ambulating a Patient with a Walker

Equipment:

Adjustable walker
Gait belt on patient if needed

		Yes	No
1.	Check orders or gain permission from supervisor for ambulating patient with a walker.	___	___
2.	Explain procedure to patient. Wash your hands.	___	___
3.	Check walker for safety: be sure rubber tips are secure and in good condition; check condition of hand rests.	___	___
4.	Make sure patient has appropriate walking shoes. Assist to standing position.	___	___
5.	Check the walker: hand rests are at top of femur; elbows are flexed at 25-30 degree angle when hands are on hand rests.	___	___
6.	Have walker adjusted as needed according to facility policy.	___	___
7.	Instruct patient to move inside the walker.	___	___
8.	Instruct patient to lift walker so back legs are even with toes and then to move body slightly forward toward walker.	___	___
9.	Instruct patient to use walker for support as he/she moves body inside it. Have patient repeat movements in 7 and 8.	___	___
10.	Walk beside patient, slightly behind. Be alert for any falls.	___	___
11.	Caution patient to keep toes within walker, not to take big steps.	___	___
12.	Assist patient to comfortable place of choice. Store walker.	___	___
13.	Wash your hands.	___	___
14.	Report and record observations, patient's tolerance and progress.	___	___

Comments:

Satisfactory Demonstration: ___ ___

Student Signature

Evaluator's Signature

Learner's Name

Date

Unit 15
Checklist For Assisting A Patient With Crutches
(Check patient's orders and seek supervision as required; determine gait pattern.)

Equipment:
1 pair of crutches measured for patient
Diagrams and instructions for gait patterns

		Yes	No
1.	Gather equipment.	____	____
2.	Check for safety of crutches: rubberized suction tips on base; padding on axilla bars and hand bars; crutches in overall good condition.	____	____
3.	Wash hands.	____	____
4.	Explain procedure.	____	____
5.	Position patient in standing position with support as necessary.	____	____
6.	Check adjustment of crutches so: 2 inches are between axilla and axillary bar when elbows are flexed at 30° angle and base is 4-6" in front and to the side of patient's body.	____	____
7.	Assist patient with the required gait pattern.	____	____
8.	Assist patient to resting position and store crutches.	____	____
9.	Wash hands.	____	____
10.	Report/record patient responses to crutch walking.	____	____

Comments:

Satisfactory Demonstration: ____ ____

Student's Signature

Evaluator's Signature

Learner's Name

Date

UNIT 15

Checklist for Assisting Patient to Wheelchair/chair

Equipment:

Bathrobe, slippers, footstool, chair/wheelchair, pillow, blanket

		Yes	No
1.	Assemble equipment.	—	—
2.	Wash your hands.	—	—
3.	Provide privacy. Explain procedure.	—	—
4.	Check pulse.	—	—
5.	Place chair/wheelchair at foot of bed, facing patient. Lock wheels/secure chair. Move footrest out of way.	—	—
6.	Lower bed to lowest position.	—	—
7.	Fan-fold top linens out of way.	—	—
8.	Elevate head of bed.	—	—
9.	Assist patient to dress.	—	—
10.	Assist patient to dangling position. (Follow procedure).	—	—
11.	Assist patient to standing position: instruct patient to place hands on your shoulders while you grasp patient around waist. Assist patient to standing position as you push up with leg muscles.	—	—
	Continue to hold patient around waistline.	—	—
12.	Instruct patient to turn (pivot) and move back until legs touch chair.	—	—
13.	Assist patient to sit in chair: instruct patient to grasp arms of wheelchair/chair with hands and to lower into chair. You bend knees, keep back straight, and lower body as you continue to grasp patient around the waist.	—	—
14.	Assist patient to adjust position in chair.	—	—
15.	Cover patient with blanket: move footrests of wheelchair to proper position for patient's feet.	—	—
16.	Check patient's pulse.	—	—
17.	Transport patient to place in desired location		
18.	Apply support to maintain posture and prevent injury.	—	—
19.	Reverse procedure to return patient to bed.	—	—
20.	Report observations and procedure.	—	—
21.	Wash your hands.	—	—

Comments:

Satisfactory Demonstration: — —

81

Student Signature

Evaluator's Signature

RECORD OF FINAL DEMONSTRATION OF PSYCHOMOTOR SKILLS IN THE LABORATORY

_____

Learner's Name

Procedure	Satisfactory Performance	Date
Demonstrate Effective Verbal and Non-Verbal Communication		
Demonstrate Body Mechanics		
Demonstrate Hand Washing		
Demonstrate Taking Blood Pressure		
Demonstrate Taking a Radial Pulse		
Demonstrate Taking an Apical Pulse		
Demonstrate Taking Respirations		
Demonstrate Taking an Oral Temperature		
Demonstrate Taking an Axillary Temperature		
Demonstrate Taking a Rectal Temperature		
Demonstrate Taking Vital Signs in One Procedure (BP, TPR)		
Demonstrate CPR		
Demonstrate First Aid		
Demonstrate Donning and Removing: Gloves		
Gowns		
Masks		
Demonstrate Doublebagging		
Demonstrate Universal Precautions in Handling Blood and Other Body Fluids.		
Demonstrate Placing a Person in the Position of: Supine		
Prone		
Sidelying		
Demonstrate Transferring a Person From a Chair to Another: Chair		
Wheelchair		
Demonstrate Assisting a Person Using a: Walker		
Cane		
Crutches		

APPENDIX B
TEACHING TOOLS

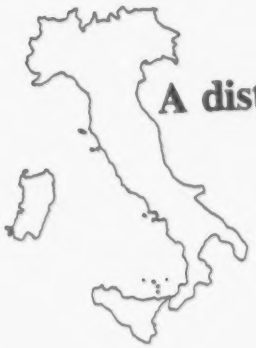
Maslow's hierarchy of needs. Adapted from Maslow, A. (1954). Motivation and personality. New York: Harper & Row Publishers, and from, Ebersole, P. & Hess, P. (1981). Toward healthy aging: Human needs and nursing response. St. Louis, MO: C.V. Mosby, p.4.

ARTERY:

The study of painting

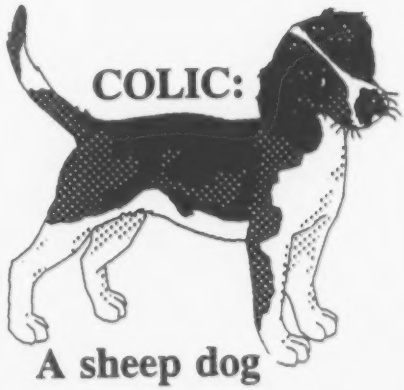
BARIUM: What you do when CPR fails

CESARIAN SECTION:



A district in Rome

COLIC:



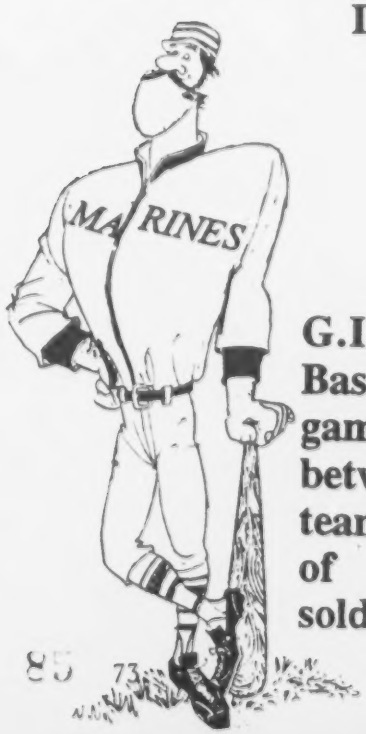
A sheep dog

CONGENITAL: Friendly

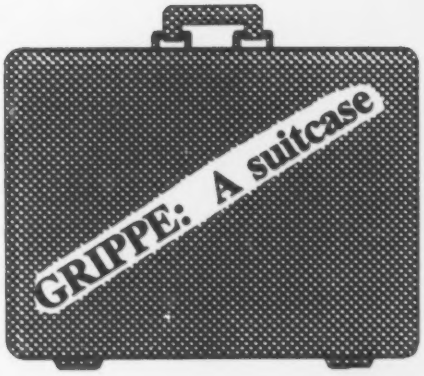
COMA: A punctuation mark ,

DILATE: To live long

FESTER: Quicker



G.I. SERIES: Baseball game between teams of soldiers



HANGNAIL: A coat hook

MORBID: A higher offer

MEDICAL STAFF:

A doctor's cane

NITRATE: More expensive than the day rate

NODE: Was aware of

POST-OPERATIVE:

A letter carrier

OUTPATIENT:

A person who has fainted

BEST COPY AVAILABLE

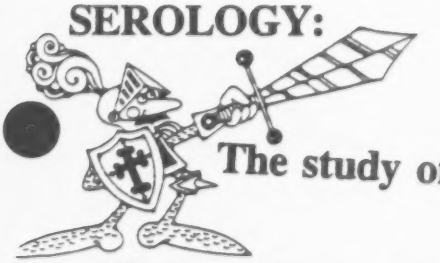
PROTEIN:

In favor of young people

SECRETION:

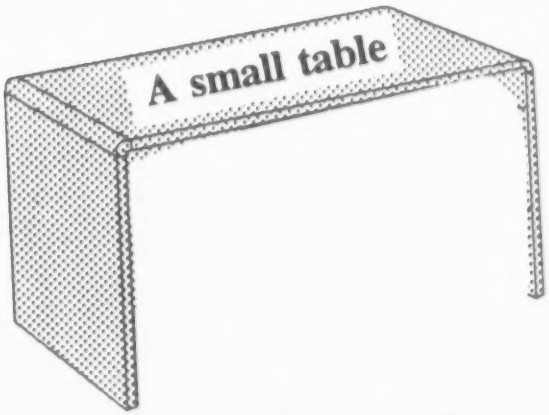
Hiding anything

SEROLOGY:



The study of English knighthood

TABLET:



TUMOR: An extra pair

URINE:

Opposite of "you're out"

VARICOSE VEINS: Veins which are very close together

BEST COPY AVAILABLE

Course of Study

Name_____
Date_____

Worksheet for Research on Health Career

5 pts Occupational Title:

10 pts General Description:

10 pts Educational Requirements:

10 pts Duties and Tasks:

10 pts Advancement Opportunities:

10 pts Salary 1 Pay Range:

10 pts Legal/ethical Responsibilities/boundaries:
(Are there rules/regulations by law?)

Worksheet
Unit 2
Continued

10 pts Standards Established:
(Are these recognized standards of practice?)

25 pts Personal Interests/Abilities Which Apply:
(Describe why you selected this career to research.
Does it seem to satisfy your interests and abilities?)

UNIT 6
STAGES IN PERSONALITY DEVELOPMENT

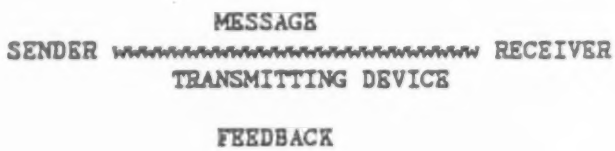
MATURITY								Sense of Integrity vs. Disgust
ADULTHOOD							Parental Sense vs. Self-absorption	
LATER ADOLESCENCE						Sense of Intimacy vs. Isolation		
EARLY ADOLESCENCE					Sense of Identity vs. identity diffusion			
6-11 YEARS				Sense of accomplishment vs. Inferiority				
4-5 YEARS			Sense of initiative vs. Guilt					
1-3 YEARS		Sense of Autonomy vs. Shame & Doubt						
INFANCY FIRST YEAR	Sense of Trust vs. ilistrust							
WIDENING RADIUS OF SIGNIFICANT PEOPLE	MOTHER	PARENTS	FAMILY	SCHOOL	LEADERS, CLIQUES	TWO SEXES	JOBS, NEXT GENERATION	COMMUNITY

QUESTION: *"Not where did the child come from, but, who is there to receive him?"*

Erik H. Lricksen Childhood and Society

Communication For The Health Care Worker

The ability to communicate with other members of the health care team cannot be overemphasized. Communication is the basis for all human interaction whether it be spoken (sometimes called oral or verbal), non-verbal (gestures, signals, facial and body expressions), or written, such as in the care plan. Communication is usually defined as a means of sending and receiving messages. The communication process, although described in many different ways by various authors, actually involves 5 parts as shown in the diagram below.



1. The sender: Person initiating message.
2. Message: Words spoken, written, gestures, or other symbols conveying thoughts, ideas by sender.
   NOTE: Sender may speak but will always include non-verbal message.
3. The receiver: Person to whom message is intended.
4. The transmitting device: method used to convey the message.
5. The feedback: Evidence that the receiver understands or does not understand the message.

Unfortunately, feedback is not requested enough by persons sending messages and becomes a major reason why the communication process breaks down.

BEST COPY AVAILABLE

Direct From Washington

NURSES PROTECTED BY NEW STANDARD

The Occupational Safety and Health Administration (OSHA) has released its new regulations requiring all healthcare employers to provide Hepatitis B immunizations, protective equipment, and procedures that will help prevent the transmission of AIDS, Hepatitis B, and other bloodborne diseases. The U.S. Department of Labor estimates that enforcement and compliance with this standard will protect 5.6 million workers including nurses. Meanwhile, nursing organizations are hopeful that the release of this standard will offset Congressional support of mandatory testing of patients and disclosure of healthcare workers' HIV status.

The OSHA standard mandates appropriate engineering controls, personal protective equipment like gowns, masks and gloves, and employee training. All are intended to reduce exposure to the AIDS and Hepatitis B viruses. Requirements are included to treat workers after suspected or known exposure so that appropriate treatment can be instituted and confidentiality guaranteed. Procedures to prevent further transmission of the diseases are mandated.

For the first time in any OSHA standard, the language in the standard permits certain nurses to supervise or perform, without supervision, the required medical surveillance. It provides that the Hepatitis B vaccination and post exposure evaluation and follow-up will be "performed by or under the supervision of a licensed physician or by or under the supervision of another licensed health care professional." OSHA identifies a licensed health care professional as any person whose legally permitted scope of practice allows the independent performance of the activities required by Hepatitis B vaccination and post-exposure evaluation and follow-up.

THE PATIENT'S RIGHT TO DECIDE

The Patient Self-Determination Act (PSDA), the federal law requiring care providers to inform patients of their decision making rights, went into effect on December 1, 1991. For purposes of clarification, the Health Care Financing Administration (HCFA) has developed a fact sheet, which addresses the issue of "Advance Directives" (the patient's right to decide). It states that all adult individuals in hospitals, nursing homes, and other health care settings now have the right to fill out an "advance directive" statement. This allows patients to state their choices for health care or to name someone to make those choices for them, if they become unable to make decisions about their medical treatment. HCFA adds that state laws differ on legal choices available to individuals for treatment options that can be honored

PAIN ASSESSMENT TECHNIQUES NEEDED

The Social Security Administration (SSA) is spending and estimated $4 million for research on pain and its assessment. The project is said to represent the most comprehensive effort ever made to develop data collection instruments or other methods that can be routinely used in the determinations on disability. The action came about as a result of the requirement that there must be objective medical evidence that there exists a physical or mental impairment that could reasonably be expected to produce the pain reported by the applicant. Clinical symptoms or laboratory findings now constitute the necessary evidence to support claims for disability.

Because of general dissatisfaction with the policy, legislation was passed requiring appointment of a Pain Commission to work in collaboration with the Institute of Medicine to identify promising areas of research in pain and its assessment. Reports from these groups, which formed the basis for SSA action in awarding two contracts, the most recent one to the Department of Rehabilitation Medicine at the Medical College of Virginia. The research group is working to develop assessment tools that will be field tested in six sites. The contract will conclude in 1993.

A Stress Control Plan (A Guide)

Directions: Stress control requires that you start doing something about it. Use this guide to begin stress control today.

1. Identify, by making a list of the pressures that produce stress in you. (What do others do that cause you to become upset?)

2. Identify the things you do that cause stress in others. (Maybe you constantly "nag" someone about a bad habit or you smoke and no one else does.)

3. Go over #1 and #2 above to see if there are some things you can change as the days go by.

4. Now write down something <u>you have been neglecting to do and do it before the day is over</u>. (Write to your mother, or call a friend or whatever you keep forgetting to do.)

5. Write down the name of someone close to you and something specific you will do for that person <u>today</u>.

6. Write down something special you will do for yourself <u>today</u>.

A Stress Control Plan
Page 2

Do all of the above on a daily basis and soon you will control minor stresses in your life.

7. Consider other factors which cause stress and decide on a goal which will help you to relieve the stress. (Perhaps it will mean gathering information to help make a decision).

8. Establish a goal which will help you physically as well as emotionally. (A daily bike ride, walking, swimming, etc.)

9. If you are concerned about another person, plan how you will go about working out these concerns with that person. (Review suggestions already made in this packet.)

10. Be good to yourself. Remember you cannot change everything - it is knowing the difference what you can and cannot change that will help you conquer stress.

UNIT 15

LESSON FROM LIFTING LOUIE

1. First, size up the load - do not attempt to lift it alone if you have doubt in your ability to do so.

2. Make sure that your footing is secure. One foot may be forward of the other to attain good balance.

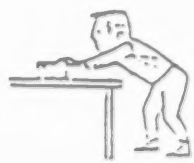
3. Bend the knees and squat (don't stoop; keeping the back as nearly vertical as possible. Spread the knees or lower one knee to get closer to the object.

4. Now start pushing up with your legs, thereby, using your strongest set of muscles. Keep the load close to your body as you come up.

5. Lift the object to the carrying position. If it is necessary to change your direction when in the upright position, be careful not to twist the body. Turn your body by changing the position of the feet.

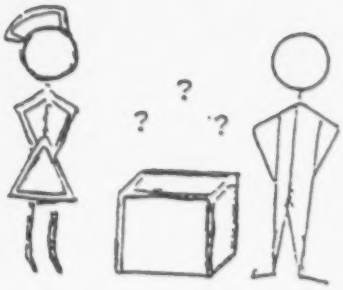
6. In lowering the load to the floor from a waist-high carrying position, bend the knees. Keep the back straight with the load close to the body, lowering the load with the arm and leg muscles.

7. If you deposit the load on a bench or table, please it on the edge to make the table take part of the load. When pushing the load on or pulling it from the table, use the arms and body, keeping one leg ahead of the other to insure balance.

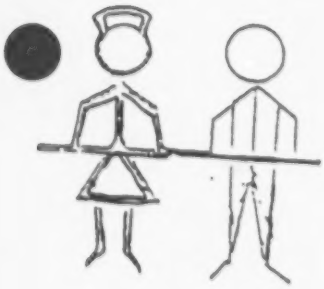


TEN COMMANDMENTS OF GOOD BODY MECHANICS

1. Whenever you are lifting patients, be sure that they know they are going to be lifted--and how they are going to be lifted--and where you are going to lift them to.



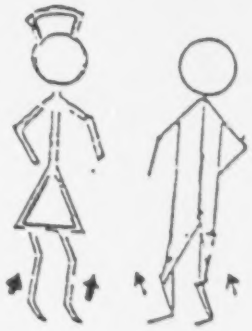
2. Size up the load to be lifted. Do not attempt to lift alone if you have any doubt about your ability to do so.



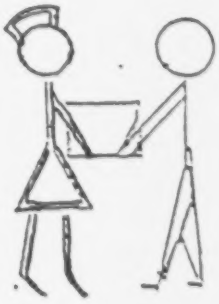
3. Check your footing. Your feet should be apart to give you a broad base of support (good balance).

4. Get close to whatever is being lifted, instead of reaching for it. Move in and hold close.

5. Get yourself "lined up," i.e., keep your back straight and bend at the knees and hips.

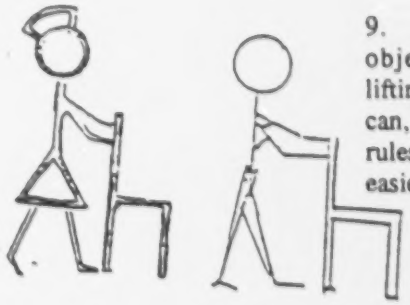


6. Straighten your legs to lift.

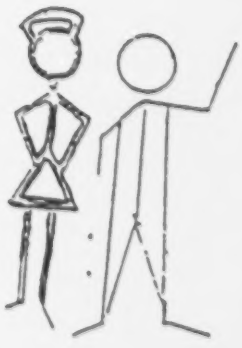


7. Lift smoothly to avoid strain produced by jerky movements -- and get together (it's a good idea to count 1, 2, and 3) with the person helping you.

8. Shift the position of your feet to turn--never twist your body.



9. Push or pull an object (instead of lifting) whenever you can, and use these same rules. It's safer and easier that way.



10. Spread this gospel to others, so that all of us will lift well and safely.

APPENDIX C
HEALTH EDUCATION CREDIT

INTRODUCTION

In order for students to receive health education credit, the instructor must also be endorsed to teach health education and hold a valid secondary teaching certificate. For information on this endorsement and certification, the health occupations instructor is referred to the State Department of Education, Teacher Certification, 650 West State Street, Boise, Idaho 83720, (208) 334-3475.

The health education content of Health Occupations for Secondary Schools Year One is contained in this Appendix and appears throughout the curriculum. Instructors without endorsement to teach health education are not required to teach the health education content.

Parents, educators and some students may be sensitive to some of the health education content (i.e. sexuality, suicide). Instructors will avoid controversy by consulting with the appropriate school principal and superintendent to ensure permission is given to include these sensitive topics.

IMPLEMENTING A HEALTH CURRICULUM*

Teachers, administrators, and parents may become concerned when controversial health issues are addressed in a classroom setting. Whatever the causes of uneasiness, teachers can prevent many problems and, in the process, actively facilitate the achievement of their objectives in a variety of ways:

1. Attempt to actively involve parents and administrators in the curriculum--both in its development and implementation. Possibilities here include:

   - o establishing a health education advisory committee consisting of administrators, teachers, parents, students, board members, health professionals, and representatives from community agencies and organizations.
   - o soliciting suggestions and ideas from parents on what they would like included in a curriculum on health issues by writing them a brief note and asking them to respond in writing or by telephone;
   - o submitting the curriculum outline to selected parents and to appropriate administrators for criticism and suggestions;
   - o soliciting suggestions and ideas from appropriate administrators on what they would like included in a curriculum in specific health areas;
   - o inviting administrators to discuss health issues with your class and inviting parents to sit in on classes and participate in discussions, and
   - o soliciting help and suggestions from community agencies and programs that deal with various health problems.

2. Inform appropriate administrators in advance of any planned classroom activities that may generate parent phone calls.

3. Write a memo to the students' parents outlining what you plan to teach about individual health problem areas, how you expect to teach it, and why. Invite them to phone or visit you at school for further information.

4. Identify national, state, and local statistics related to children's health issues to help justify their inclusion in the curriculum.

*Taken from Idaho Secondary Health Education Course of Study 7-12, July, 1990 (p.2).

IDAHO

SECONDARY HEALTH EDUCATION

COURSE OF STUDY

7-12

July 1990

Jerry L. Evans
State Superintendent of Public Instruction

GRADES 10 - 12

Critical Components

In order to satisfy the state graduation requirement, health education (grades 10 - 12) must deal significantly with:

- . Mental and Emotional Health
- . Substance Use and Abuse*
- . Consumer Health
- . Nutrition and Fitness
- . Human Sexuality/Family Life*
- . Death and Dying*
- . Emergency Intervention*
- . Diseases and Disorders*
- . Community and Environmental Health*

*In accordance with IDAPA 08.02.E.3, HIV/AIDS education has been integrated into appropriate content areas within the comprehensive health education program.

I. Mental and Emotional Health

A. Goal:
Students will interpret and analyze the effects of a variety of influences on their emotional health.

Objectives:
Students will

1. identify positive mental health traits that enable a person to be comfortable with self and others.
2. discuss the physical and psychological consequences of stress.
3. analyze and demonstrate the coping skills for handling stress.
4. recognize symptoms of mental disorders and social attitudes toward mental health and mental illness.
5. understand that all people experience the same emotions but may express them differently.
6. consider possible causes and signs of suicide and discuss preventive measures and intervention resources.
7. identify several types of physical and emotional abuse inside/outside the family.
8. investigate various societal problems and discuss preventive measures and intervention resources.

BEST COPY AVAILABLE

II. Substance Use and Abuse

A. Goal:
Students will analyze and understand the personal, societal and global implications of the use and abuse of alcohol and other drugs/substances.

Objectives:
Students will

1. recognize that decisions regarding nonuse, use, or abuse of various drugs involve a variety of factors, i.e., social, psychological, legal, economic, ethnic and religious.
2. describe various procedures involved in intervention and rehabilitation of alcoholism and drug addiction.
3. demonstrate constructive ways to help reduce stress.
4. apply the decision-making process/refusal skills in making drug related choices and understand the importance of peer assistance.
5. examine and analyze behavior changes associated with substance use/abuse and the increased risk of HIV infection, other sexually transmitted diseases (STDs), and unplanned pregnancy.
6. discuss the influence of alcohol and other drugs on risk taking behaviors.
7. understand the relationship between the use of alcohol and other drugs and fetal development.
8. analyze the influence of family and community values and attitudes on decisions regarding substance use/abuse.

III. Consumer Health

A. Goal:
Students will organize, analyze, and apply health information practices and services appropriate for individual needs.

Objectives:
Students will

1. critically analyze advertizing practices regarding products that influence health.
2. identify characteristic forms of health fraud and quackery.
3. recognize and apply the rights and responsibilities of the consumer.
4. investigate and discuss the economics of health care.
5. identify how to locate appropriate agencies and competent professionals and understand the services provided.

6. identify and demonstrate knowledge of roles, skills and training required of various health-related careers.
7. investigate and identify attitudes and beliefs of various cultures and subcultures toward health services and products.
8. recognize the importance of maintaining personal health records.
9. evaluate and utilize information to make competent decisions concerning health care and products.

IV. Nutrition and Fitness

A. Goal:

Students will recognize the relationships between proper nutrition, fitness and optimum wellness.

Objectives:

Students will

1. recognize that food choices and eating habits are influenced by a number of factors.
2. identify the influence of family composition, lifestyle, economic status, and cultural background in the selection of food choices and eating patterns.
3. analyze the relationships that exist between nutritional behaviors and disease.
4. describe the relationship of various components of fitness to total well-being.
5. accurately measure and record data and interpret results relative to personal nutrition and fitness levels.
6. synthesize and utilize a plan combining regular physical activity with personal health habits that promote and maintain total health.
7. evaluate circumstances which require professional, nutritional, and fitness counseling.
8. identify various factors that affect the individual's level of wellness.
9. identify and examine emerging trends in society that are affecting dietary and fitness patterns.
10. identify, examine and select sound and pertinent sources of nutritional information.

V. Human Sexuality/Family Life

A. Goal:
Students will understand sexuality as an individual and social aspect of life from birth to death.

Objectives:
Students will

1. identify and discuss the difference between love, infatuation, and sex.
2. recognize and identify emotions and feelings associated with their sexuality.
3. recognize alternatives to premarital sexual intercourse for expressing feelings and affection.
4. identify and discuss sex roles, stereotyping, sexual orientation, and alternative lifestyles.
5. identify the relationship between high risk sexual behaviors and STD/HIV infection and discuss methods of prevention.

B. Goal:
Students will analyze the different aspects of the family, life skills, and interpersonal relationships as they relate to a variety of lifestyles.

Objectives:
Students will

1. describe skills needed to become a successful marriage partner.
2. identify and describe the different methods of family planning.
3. discuss the process of conception and fetal development.
4. identify genetic and environmental responsibilities in the prevention of birth defects.
5. describe the physical and emotional factors that influence teenage pregnancy and parenthood.
6. discuss options to unwanted pregnancy.
7. examine and discuss responsibilities of parenting.
8. analyze and demonstrate effective verbal and nonverbal communication skills which influence the well-being of the family unit and its individual members.
9. integrate interpersonal skills into a plan for the resolution of family problems.
10. describe the causes and effects of physical and emotional abuse as they occur in family and interpersonal relationships.
11. explore and identify the varied structures of family units.

VI. Death and Dying

A. Goal:
Students will analyze and synthesize their feelings about death and dying.

Objectives:
Students will
1. identify the leading causes of death.
2. discuss their feelings and share experiences concerning death and dying.
3. describe and compare the stages of grief and support methods involved in separation, loss, and terminal illness, and identify the specific implications for AIDS.
4. examine commemorative rituals for death and dying.
5. discuss various options relating to funeral preparation and wills.
6. define living wills and discuss options of organ donations.
7. define euthanasia and discuss the effects on the terminally ill and their survivors.

VII. Emergency Intervention

A. Goal:
Students will identify and demonstrate the ability to cope with common health hazards and emergencies.

Objectives:
Students will
1. interpret accident data in relation to physical, mental, social, and economic implications.
2. describe the relationship of accidents to behavior.
3. determine when an environmental situation may be threatening and identify appropriate actions.
4. demonstrate basic skills in emergency care, including CPR.
5. describe universal precautions in handling blood and other body fluids.

VIII. Diseases and Disorders

A. Goal:
Students will identify and classify aspects of diseases/disorders including their relationship to individual lifestyle and group behavior.

Objectives:
Students will

1. identify the major risk factors and causes of death and disability in the United States.
2. relate influences of technological advances and environmental changes to emerging health problems.
3. determine the hereditary, environmental and lifestyle factors which place them at risk for disease and/or enhance their health.
4. identify sources, symptoms and treatments of selected diseases and conditions.
5. recognize and understand the implications of the disease HIV/AIDS including source, process, transmission, high risk behavior, treatment, prevention and psychosocial impact.
6. integrate information about disease prevention and control into an effective plan for a healthy lifestyle.
7. recognize that disease prevention and epidemiological control are the responsibility of the individual and various local, state and national agencies.

IX. Community and Environmental Health

A. Goal:
Students will interpret and analyze how community and environmental factors impact total health and one's standard of living.

Objectives:
Students will

1. identify and investigate areas of personal responsibility in community health issues.
2. analyze and demonstrate the reciprocal relationship of human activities and the environment.
3. identify and demonstrate present and future ways of protecting the environment to maintain quality living.

COMPONENTS OF THE HEALTH EDUCATION CURRICULUM
CORRESPONDING
WITH COMPONENTS IN THE HEALTH OCCUPATIONS CURRICULUM

HEALTH EDUCATION	HEALTH OCCUPATIONS CURRICULUM		
Mental and Emotional Health	Unit 8	8.04	page 19
Substance Use and Abuse	Unit 8	8.05	page 20
Consumer Health	Unit 1 Unit 3 Unit 8	1.02, 1.03 3.01 8.01, 8.02	page 9 page 11 pages 18, 19
Nutrition and Fitness	Unit 8	8.02	pages 18, 19
Human Sexuality /Family Life	Unit 7	7.01, 7.02	pages 16, 17
Death and Dying	Unit 4 Unit 6	4.01 - 4.11 6.01	pages 11 - 14 page 16
Emergency Intervention	Unit 12	12.01	page 24
Diseases/Disorders	Unit 1 Unit 4 Unit 5 Unit 6	1.01, 1.03, 1.04 4.01 - 4.11 5.01 - 5.04 6.01	page 9 pages 11 - 14 pages 15, 16 page 16
Community and Environmental Health	Unit 1 Unit 8	1.01 - 1.04 8.03	page 9 page 19

TEXTBOOK ADOPTIONS AS LISTED IN THE DEPARTMENT OF EDUCATION
1992 TEXTBOOK ADOPTIONS AND GUIDELINES FOR
INSTRUCTIONAL IMPROVEMENT

HEALTH

(Expires December 31, 1994)

Position Statement:

The comprehensive Health Education program should consist of planned learning experiences. Such experiences should assist students in achieving desirable knowledge, understanding, attitudes and practices related to personal, family and community health issues.

BASIC

CM	Health: Focus On You, Meeks/Heit, c. 1990	K-8
CM	Health: A Wellness Approach, Meeks-Mitchell/Heit, c. 1987	9-12
GLO	Glencoe Health: A Guide To Wellness, Merki, c. 1989	9-12
GLO	Teen Health, Merki, c. 1990	7-8
GLO	Health: A Wellness Approach, Meeks/Heit, c. 1991	9-12
HBJ	Being Healthy, c. 1990	4-8
HM	Houghton Mifflin Health, Getchell, c. 1989	9-12
KH	Personal Fitness: Looking Good/Feeling Good, Williams et al, c.1986	9-12
PH	Prentice Hall Health: Choosing Wellness, Seehafer et al, c. 1989	9-12
SF	Health For Life, Richmond/Pounds/Corbin, c.1990	K-8

SUPPLEMENTAL

*	CM	AIDS: What You Should Know, Meeks-Mitchell, Heit, c. 1987	9-12
*	CM	AIDS: Understanding & Prevention, Meeks-Mitchell/Heit, c. 1988	9-12
	CM	Sexuality, A Responsible Approach, Meeks-Mitchell/Heit, c. 1987	9-12
	ETR	Into Adolescence: Learning About AIDS, Post/McPherson, c. 1988	5-8
	ETR	Into Adolescence: Communicating Emotions, Middleton, c. 1990	5-8
	ETR	Into Adolescence: Avoiding Drugs, Evans/Giarratano, c. 1990	5-8
	ETR	Into Adolescence: Enhancing Self Esteem, Zevin, c. 1989	5-8
	ETR	Into Adolescence: Living in a Family, Post, c. 1989	5-8
	ETR	Into Adolescence: A Time of Change, Golliher, c. 1989	5-8
	ETR	Into Adolescence: Choosing Abstinence, Zevin, c. 1989	5-8
*	ETR	Into Adolescence: Learning About Reproduction & Birth, Golliher, c. 1989	5-8
	ETR	Entering Adulthood: Balancing Stress for Success, Hart, c. 1990	9-12
	ETR	Entering Adulthood: Examining Drugs and Risks, Giarratano/Evans, c. 1990	9-12
	ETR	Entering Adulthood: Understanding Depression and Suicide, Burton, c. 1990	9-12
	ETR	Entering Adulthood: Living in Relationships, Hubbard, c. 1989	9-12
*	ETR	Entering Adulthood: Understanding Reproduction, Birth & Contraception, Bruess/Laing, c. 1989	9-12
	ETR	Entering Adulthood: Connecting Health, Communication & Self Esteem, Laing/Bruess, c. 1989	9-12
*	ETR	Entering Adulthood: Preventing Sexually Related Disease, Hubbard, c. 1989	9-12
*	ETR	Entering Adulthood: Coping with Sexual Pressures, Abbey/Picco, c. 1989	9-12
	GO	Globe Health Program, c. 1987	7-12
*	HM	Human Sexuality, Winship, c. 1988	9-12
*	HM	Understanding AIDS: Strategies for Prevention, Jennings, c. 1989	9-12
*	KH	Life Management Skills, Waters et al, c. 1988	9-12
*	PH	Human Sexuality, Seehafer et al, c. 1989	9-12
*	SF	Growing To Maturity, Berne, c. 1987	5-8
*	SF	Human Sexuality: A Responsible Approach, Berne, c. 1988	5-8
*	SF	AIDS And Other Sexually Transmitted Diseases, Berne, c. 1988	5-8
	SF	Growing Up Drug Free, Thompson et al, c. 1991	6-12

* SINCE MATERIALS DEAL WITH SENSITIVE ISSUES, IT IS RECOMMENDED THAT THEY BE SCREENED THOROUGHLY BY SCHOOL DISTRICT STAFF AND PARENTS BEFORE UTILIZATION IN THE CLASSROOM.

KEY TO TEXTBOOK COMPANY NAMES

	AIS	American Institute of Small Business
*	AL	Allyn & Bacon/Prentice Hall
	AO	Alpha Omega
	AW	Addison-Wesley Publishing Company, Incorporated
	CFP	College for Financial Planning
	CL	Clark Publishing Company
	CM	Merrill Publishing Company
	CRD	Center for Occupational Research & Development
	CU	Curriculum Associates, Incorporated
	DA	Davis Publications, Incorporated
	DD	Dictation Disk Company
	DL	Delmar Publishing Company
	DM	Directed Media
	DS	Dale Seymour Publishing Company
	EMC	EMC Publishing Company
	ETR	ETR Associates
	FE	Fell Publishers, Incorporated
	GH	Greenhouse Productions
	GIA	G.I.A. Publications, Incorporated
*	GLO	Glencoe Macmillan/McGraw-Hill
*	GLO/LB	Laidlaw/Macmillan Publishing Company
	GO	Globe Book Company, Incorporated
	GP	Greenhaven Press, Incorporated
	GW	Goodheart-Willcox Company, Incorporated
	HA	Hammond, Incorporated
	HBJ	Harcourt, Brace & Jovanovich Publishing Company
	HE	D. C. Heath & Company
	HM	Houghton Mifflin Company
	HO	Holt, Rinehart & Winston/Harcourt, Brace & Jovanovich
*	HO/COR	Holt, Rinehart & Winston/Coronado
	IAC	Idaho Ag in the Classroom
	IYR	Idaho Youth Ranch
	JA	Junior Achievement of Idaho
	JL	J.M. LeBel Enterprises
	JS	Jeppesen Sanderson
	KH	Kendall-Hunt Publishing Company
	MA	Macmillan Publishing Company
*	MA/MG	Macmillan/McGraw Hill Publishing Company
	MC	Mancorp Publishing Inc.
	ML	McDougal, Littell & Company
	MPC	MPC Educational Publications, A Div. of Milady Publishing
*	NK	Neil A. Kjos Music Company

* Company Mergers

NTC	National Textbook Company
OC	Open Court Publishing
OM	Otha E. McGill
PD	Peterson Directed Handwriting
PH	Prentice-Hall, Incorporated
PSU	Portland State University
RE	Rigby Education
RH	Random House, Incorporated
SA	Saxon Publishers, Incorporated
SBG	Silver, Burdett & Ginn Inc.
SCH	Scholastic, Incorporated
* SEP	Scribner Educational Publishers
SF	Scott, Foresman & Company
SRA	Science Research Associates
ST	Steck-Vaughn Publishing Company
SU	Sunburst Communications, Incorporated
SW	South-Western Publishing Company
UIP	University of Idaho Press
WA	Walsworth Publishing Company, Incorporated
WCP	Westcliffe Publishers
WEP	West Educational Publishing Company
WG	The Wright Group
WHF	W. H. Freeman & Company
ZB	Zaner-Bloser Company

* Company Mergers